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ABSTRACT

This teacher training module is designed to help teachers design curriculum and teaching to accommodate student diversity. The approach locates decisions with groups of teachers, creates new roles for both general and special educators, and redesigns the Individualized Education Program. After an introduction and overview, the first section presents an overall framework for thinking about curriculum design that will apply to any student's learning style, learning preference, and personal interests. The next four parts describe four procedural steps to the creation of individually tailored learning for all students. These are: (1) gathering information about the student (using an activity-based assessment approach); (2) planning instruction and designing curriculum (noting possible competing approaches to planning as well as long-range and daily/weekly curriculum planning); (3) achieving balance with mixed-ability learning groups (focusing on the importance of organizing, planning, and teaching); and (4) ongoing recording and reporting (organized into three recording dimensions and five user groups). Each section also includes relevant forms. An appendix provides age-appropriate activity lists and additional forms. (Contains 62 references.) (DB)

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MODULE 1D

Designing Classroom Curriculum for Personalized Learning

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SCHOOLS PROJECTS · SPECIALIZED TRAINING PROGRAM · UNIVERSITY OF OREGON

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Introduction And Overview

TEACHERS AT WORK TODAY IN SCHOOLS...

...find that things are changing everywhere. Teachers throughout education are re-examining how and what they teach. Administrators and school boards are experimenting with innovative management strategies. University educators are refocusing their research and theories to better describe and explain effective teaching and learning as students and teachers experience it. Daily reports in the media urge more and more changes in all aspects of schooling, for all types of students and teachers. At the same time, students are more diverse than ever before — in cultural background, learning styles and interests, social and economic class, ability and disability.

MULTIPLE REFORM AGENDA

Broadly speaking there are three strands of reform currently challenging teachers in schools. The first two emerge from "general" education, the third from "special" education. From a broad national and federal government level, there is much discussion aimed at making schools more effective in terms of how many students complete school and how well they do on achievement measures. One specific aspect of this "top down" reform strand is a call for *national* achievement standards and the tests to measure these standards. There are also calls for new, more consistent tests of achievement that can be expected for all American children and documented through new national testing processes occurring at the same grade level for every child. While there are other features to this broad government-initiated reform strand, increased standards and testing stand out as a major theme.

At the same time, elementary and secondary teachers increasingly experiment with new curricular and teaching approaches that emphasize students' mastery not just of facts and content, but also of essential thinking skills like problem-solving, analysis, collaboration, and experimentation. While these efforts do not ignore achievement, or even testing, the focus tends to be more on teaching and learning. Some of the key words in this "bottom up" reform strand include *integrated curriculum, activity-based or project based curriculum, developmentally appropriate practices, mixed age grouping, cooperative learning, and authentic assessment.*

Within special education the familiar discussions about where our "special," often remediation-oriented teaching, should occur (the "mainstreaming" or "regular education initiative" debates), are gradually being replaced by conversations about integration and inclusion. The civil rights logic of integration, that focused more on an end to segregation than any particularly detailed educational alternative, has now been expanded to focus not just on where children with disabilities should *not* be educated, but where they *should* be educated (general education classrooms) and to what end (full learning and social membership).

Inclusion challenges schools to reinvent themselves as flexible, creative learning environments that include and are responsive to a full range of human diversity, including disability, race, culture, learning style, intelligences, personal preferences, socioeconomic class, and family and community priorities. This newly defined diverse norm replaces the old statistically derived, bell-shaped-curve norm that uncompromisingly identifies some students as "inside" and others as "outside."

With this shift in definition of the norm, a parallel shift in teacher work becomes possible. Much of the mission of special education has been focused on finding and trying to repair those aspects of students' learning that cause them to fall outside the norm so that they might once again become part of the "in-group." One task for general educators has been to assist this agenda by identifying those students who do not seem to fit the insider group so that special educators can determine why, and try to change that designation.

> ***The logic of inclusion frees both groups of teachers from the task of seeking out and naming student learning differences and deficits. Instead teachers can focus on creating and tailoring curriculum and teaching so that schooling "works" for every student.***

HOW CAN SCHOOLS WORK FOR SO MANY DIFFERENT STUDENTS?

It is easy to get confused about what schooling is supposed to accomplish for students, especially in these fast-changing times. Too much of what we do every day may easily become caught up in rules, tests, regulations, scores, and grades. While these have their importance and role, they often serve to obstruct our mission.

We think that whatever the details of schools you must attend to, the real accomplishment of schooling for any student, no matter how able or disabled, is quite simple.

> ***The purpose of schooling is to enable all students to actively participate in their communities so that others care enough about what happens to them to look for ways to incorporate them as members of that community.***

Schools should help each student become a socially valued, active participant in the life of their community. Of course, each student will actually learn different things to accomplish this schooling outcome. Some students will learn very different things, others more similar things. But the point of school is not so much what students learn as what that learning allows them to accomplish as members of the community in which they live.

SO. ARE ANY SCHOOLS ACTUALLY DOING THIS?

Lots of schools are accomplishing this outcome for many different kinds of students. Nevertheless, there is much that we do not yet know about how to really accomplish this goal for **every** student. Schools throughout the United States and many other countries are just now in the process of ***reinventing*** themselves to accomplish this more student-oriented agenda. It is not yet completely clear exactly what schools will look like in the end, but there are some emerging features that can help guide schools as they continue toward this goal. We have detailed these features in a separate document that is designed to assist people at work in schools to focus their efforts to change in ways that will lead toward the kind of schools that can meet this purpose for all students. The *Profiling and Planning for School Improvement* is an approach that helps school personnel generate the information they need to develop improvement plans, prioritize possible tasks, and generate the ongoing information that will assist them to continue improving.

THE CHANGING FACE OF SCHOOLS

Our purpose for creating this module is to help teachers design curriculum and teaching that will accommodate the widest possible student diversity, including students who are officially labeled disabled. It is best used in combination with other curriculum and teaching materials that emphasize emerging preferred practices for whatever kinds of students you are teaching. In trying to blend the innovative changes already occurring within both general and special education, we have designed an approach to student assessment, curriculum design, and teaching planning that responds to a variety of dilemmas teachers face as they try to implement each current reform agenda. Specifically, we have designed:

1. A process that locates decisions about curriculum and teaching with groups of teachers.

No single teacher, no matter how experienced or gifted, is likely to possess all the knowledge, skills, and judgments required to effectively design curriculum and teaching for the full range of student diversity. Some students with disabilities, for example, might require quite specialized learning supports; others with unique abilities in some areas of learning might also require extremely innovative and creative consideration for the lesson to be an effective learning experience.

We think that groups of teachers that include teachers with ***different*** abilities and skills can together design effective and individually tailored learning experiences for all children. Some of the teachers need to be skillful at teaching traditional academic content. Others need to creatively imagine learning activities that offer a wide range of learning opportunities across learning content areas. Still other teachers need to effectively adapt and expand learning experiences for those students who learn differently, have unusual preferences about their learning, or who have disabilities that suggest some kinds of learning in favor of others. Each teacher group will also sometimes need the even more specialized knowledge of a variety of other educational personnel who can assist them in the design and delivery of communication, behavioral, physical, and medical supports for those students who require them in order to learn well.

2. A process that creates new roles for both " general" and "special" education teachers.

Throughout the history of special education, we have developed a way of working in schools that places boundaries around what a teacher, or any other adult working in schools, can do. "General education" teachers teach general students — those in the middle of the bell-shaped-curve norm — because that is who they were trained to teach. "Special education" teachers work with "special" students who have "special" learning needs, usually because they have some identified disability or fall outside the middle of the bell-shaped norm. This matching of teacher work to student characteristics is most elaborated in some of the specialist areas. Physical therapists work with legs and whole bodies, occupational therapists with hands and sometimes mouths, speech therapists with mouths, sounds, speech and language. In every case we are constrained by our training to only do certain things with those students who "fit" our training.

In reinvented schools teachers may still have unique knowledge and skills about content areas, teaching strategies, or student supports; but all teachers, indeed all adults in school, can be ***teachers*** of maximally diverse groups of students. Even though a particular teacher might have been trained originally in the provision of communication supports, the other teachers in her team can support her to teach literacy well. The new role for all adults in schools is ***Teacher***.

3. A process that redesigns the Individual Education Plan (IEP).

The IEP made sense when our approach to schooling for students who didn't fit the old bell-shaped-curve norm was to design something just for them. The logic of labeling or naming what is wrong in order to provide help (our evaluation and classification system in special education) also requires that we design a specific plan that tries to fix what is wrong. To do less would mean that we single out some children as not "okay" and leave them with the dishonor and stigma of being found lacking. A newly conceived norm that includes everyone means that this reason for a specific plan (or the IEP) doesn't really exist anymore. If we do not identify some children as lacking, there is less of a moral and legal requirement to do something to justify affixing that label.

At the same time, if each student is to achieve the schooling outcomes of active, meaningful participation and contribution to their community, they must each receive an education that has been uniquely tailored or ***personalized*** to their abilities, interests, and communities. This really isn't as challenging as it might sound. Teachers in general education are always tinkering with their lesson activities and assignments to tailor them to different students. This describes a process for *individually tailoring* curriculum and learning so that ***every*** student in the even more diverse group has a unique learning experience that serves their growth, competence, and community participation. This individually tailored education is documented in the *Individually Tailored Education Report* (ITER). During the process of change in schools from the old ability-grouping, tracking, labeling systems to reinvented schools that are effective for the full range of student diversity, we believe the ITER is consistent with the requirements of the IEP. This will permit you to move your curriculum design planning toward reinvented, inclusive schools even though your entire system of policies may not yet be reformed.

MODULE STRUCTURE

We have organized this module into five parts. Part one presents an overall framework for thinking about curriculum design that applies to any student. Three parts describe three procedural steps to the creation of individually tailored learning for all your students. The first of these procedural steps focuses on gathering information about your students, the second on planning, and the third on recording and reporting your decisions to all those that might need or want to know about them. The middle part also expands curricular to teaching design with some organizational and teaching strategies for diverse groups of learners

Each of these sections includes some forms to help you use the ideas in your own work. Most of these forms are designed to be heuristic. That is, we designed them to help you think about your curriculum and teaching decisions. You might not actually write on them very much at all, but just looking at them during your planning and thinking times will assist you to consider all the relevant dimensions and make better decisions.

We also have developed other modules in collaboration with teachers and administrators that might help you in other parts of your work.

More information about these materials is available from the Schools Projects, STP, College of Education, University of Oregon, Eugene, OR 97405. We can also be reached by phone (541-346-3513), fax (541-346-2471), TDD (541-346-2466) or computer e-mail (diannef@oregon.uoregon.edu). Feel free to be in touch.

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A Framework for Curricular Decisions

What do you think of when you hear the word *curriculum?* Do you think of a book? A list of things you have to teach? A book for students, a work book, and a teacher's manual? Many teachers have come to think of curriculum in one of these ways. They imagine that *curriculum* refers to *what* we teach and that information is determined by someone else (or some group) and given to teachers in the form of books, texts, and lists.

THE ROLE OF THE "OFFICIAL" CURRICULUM

We agree to some extent. Many countries, states or districts have identified what we will call here an "official" or "standard" curriculum. There is a set of things that we expect students to know and/or be able to do at various points in their schooling careers. This list of learning expectations is often translated into learning materials like textbooks, accompanied by teachers' manuals, to help both teachers and students meet the expectations. Some places refer to these learning expectations as "curricular aims", "common curricular goals" or "benchmarks".

The underlying logic of curricular aims or approved standard curriculum is that if a student learns this content then s/he is likely to be able to use it to become an active, contributing member of the community. Historically speaking this logic has served teachers and students reasonably well. Many students do learn at least most of what is contained in the official curriculum and textbooks, and most do go on to construct active, contributory lives with that knowledge whether they learned **all** or not. We think it is important to remember, however, that the purpose of schools is **not** to make every child learn what is in the official curriculum. It is to help students acquire the competence to be active, valued members of their communities. If learning the official curriculum accomplishes this, so much the better. But if learning the official curriculum does not seem to be resulting in students' ability to use their learning to be active and successful members of their peer groups and communities, it is especially critical for you to make your own different curricular decisions. As our society changes from an industrial structure to one reliant on information technology, the logic of a standard curriculum is less and less useful. Our emerging society is making far different demands. A schooling in facts and skills will be less useful than one that prepares adults to creatively seek out information to respond to the problems and purposes they face day to day.

"CURRICULUM" AS DECISION-MAKING

Because of the limits of an official curriculum for meeting the learning needs of a really diverse group of students in the 21 century, we think it is better to think of ***curriculum as first and foremost about teachers making decisions.*** You must first decide how well the official curriculum (if there is one) is "working" to achieve good educational outcomes for each student. You must then often make a series of other decisions about how to "tweak" official curriculum activities with other learning activities to ensure individually tailored and effective learning experiences for each of your students.

THREE DECISION SITUATIONS

Broadly speaking we think you will encounter three kinds of decision-making situations based on the unique ways your students learn and use their learning. The kinds of curricular decisions you may need to make are slightly different in each situation.

1. Enrich the curriculum.

Some of your students will seem to "float through" whatever you are teaching, learning with apparent ease and interest. They will generally do well enough on your measures of acquisition and achievement and function well in their lives outside of school and as members of their peer group. These are the "easy" situations that make your job both comfortable and satisfying. Sometimes you will wonder if the student really remembers any of the learning or if they just operate outside of school on the basis of things they learn there instead of from you. You may also sometimes wonder about never seeming to excite any real passion about learning for students. They learned what you taught, they met criteria, but the part of you that is passionate about learning may feel a little bothered that you did not really transmit your passion to the students. We think such students need you to find ways to enrich the curriculum for them, to help them identify and get excited about their learning and its usefulness in their lives. If there is a "goodness of fit" between what students are learning in school and the interests and demands of their lives outside of school, their learning will be more meaningful and sensible to them. This kind of identification with what they are learning is the real stuff of both learning motivation and passion for learning.

2. Expand and enhance the curriculum.

You will have other students who sometimes (or occasionally or always) draw your attention. It's not that they are not learning. Sometimes they learn everything so quickly that they have time to fool around and distract you and others. Sometimes, though, students become bored and frustrated because they feel they waste time waiting for others to catch up to them that they lose all interest. Some students will drop out and stop trying. Fairly quickly their ability to meet the standards of achievement you set will diminish.

Other times students may struggle with their learning. They take a lot longer to figure things out and sometimes despair of ever succeeding. Some learning is more work than play, more drudgery than discovery. There is little passion, and over time, even little interest in learning. Sometimes struggling students try to handle their frustration by making even less effort, arguing that they really don't need to learn the things you ask of them to be successful in their lives. Once a student has made this kind of decision to devalue school learning, it can be almost impossible to change his mind.

Both bored and struggling students need you to expand and enhance the curriculum to respond not just to their abilities, but also their learning styles, preferences, personal interests and areas of intelligence. Sometimes children struggle, for example, because they are really active, inductive learners who find rote, repetitive, deductive learning incomprehensible and boring. Facile learners simply need more things to learn and explore that build upon their interests and preferred ways of learning so that they can make learning alive in their lives.

All learners have various intelligences. Howard Gardner, the leading Multiple Intelligences theorist has identified eight so far. These intelligences include:

Kinesthetic intelligence, or what teachers
call *"Body Smart"*

Musical Intelligence - *"Music Smart"*
Logical-Mathematical Intelligence - *"Number Smart"*
Linguistic Intelligence - *"Word Smart"*
Interpersonal Intelligence - *"People Smart"*
Intrapersonal Intelligence - *"Self Smart"*
Spatial Intelligence - *"Picture Smart"*
Naturalistic Intelligence - *"Nature Smart"*

All learners, including learners with disabilities, have strengths in some areas. As a teacher you will need to draw upon and strengthen all of a student's intelligences.

There are many ways to enhance and expand curriculum in response to a student's various intelligences, learning styles and learning preferences. Sometimes you can change the demands of the task (do more or fewer examples, read more or fewer pages or books). In other situations you might change the focus of the task, allowing students to learn one thing through the medium of other topics, for example. In still other situations you can change what students produce. The assignment to write about his family for one student might mean exploring his family tree and writing about distant relatives and the language they spoke in the old country. For another student it might mean writing about her family's interest in hiking through the mountain forests, an interest passionately shared by the student. For still another it might mean drawing, writing a song, or videotaping a play as their account instead of actually writing it out.

> *In the end, each student will essentially learn the official curricular aims, but their different ways of acquiring and using the knowledge contained there is what makes the curriculum useful in building their competence and value as members of their community.*

3. Overlap and embed the curriculum.

You may encounter situations with some students whose abilities simply make it impossible for them to learn some things. Instead you will have to depend directly upon the guidance of the schooling outcomes and the student's learning strengths to bring their learning needs into closer correspondence with the official curriculum. Of course, these students *can* learn many parts of the official curriculum, especially if you are creative and flexible in your teaching. The point is that using the official curriculum as your only teaching reference may not allow you to be as confident that your teaching is really helping the student become a more active and contributory member of the community. You must select those parts of the curriculum that ***directly*** build their competence in the activities of real life both inside and outside of school.

> *Rob hasn't taken any science courses, and isn't really all that interested in the discipline of biology. The cell biology teacher is a creative teacher who depends a lot on his students learning through experiments and experiences. He does a lot of activities and labs in his courses. Rob will learn some of the biology vocabulary and concepts that relate to his interest in fishing, and other outdoor pursuits. Even more useful for Rob is the learning he will do in the context of lab. These activities offer lots of opportunities for him to practice his reading (by keeping his lab group informed of the next steps in the activity/experiment), his organization and planning skills (by being the lab assistant that prepares all the equipment and passes it out), his communication skills (as lab assistant he has to talk with the other students when they need more items for their experiments and activities), math skills (he has to make sure there is enough equipment for all the lab groups and sometimes has the task of counting and measuring for his own lab group), and so on.*

For Rob, your curricular decisions involve finding ways to embed or overlap his learning objectives in activities in which other students are learning something quite different.

SOUNDS INTERESTING, BUT. . .

How do you actually make these decisions day to day? The remainder of this module offers an approach. We have developed these ideas by watching, talking to, and working alongside a lot of teachers who are engaged in trying to improve their teaching, especially in terms of making their teaching and curricular decisions more responsive to increasingly diverse groups of students.

For each broad procedural component (gathering information, planning, designing and reporting) we will try to provide some ways to think through your decisions, and ways to evaluate whether or not your use of these ideas captures their fundamental logic. We will also try to describe for each procedural component the way in which it would function if your school is not yet completely "reinvented." We think that teachers, using some of these ideas, will contribute to how quickly schools become effective learning environments for ***all*** children and youth.

Gathering Information About Your Students

Even students with similar learning styles benefit when their instruction is tailored to their learning preferences and personal interests. We have two strategies to help you discover these preferences and interests. One is focused on how students use their learning outside your classroom and the school is one of several you will need to complete assessment **for** learning for each of your students. The other strategy will help you collect information about your students' ***learning histories*** so that your efforts can begin where other teachers have left off.

ACTIVITY-BASED ASSESSMENT:

FIGURING OUT WHO YOUR STUDENTS ARE.

Why **activity-based** assessment? We know you probably have a variety of official achievement information available to you about your students. Most schools seem to excel at collecting information about how each student compares to all the other students. Sometimes there is even fairly detailed information available about how far the student has progressed through some curricular content. Teachers are also beginning to use various inventories to help them learn more about students' learning styles, preferences and intelligences. We encourage you to seek out and use these various strategies and have included some suggested sources in Appendix 2. Here, however, we will emphasize a way for getting to know what students and their families value about learning and what kinds of things they might want schools to help them accomplish in their lives. The *Activity Based Assessment Inventory* does this and more.
Actually, we first created the *ABA* to help teachers of

students with severe disabilities identify activities in which their students had the most need and interest to become more competent. Some students will not acquire all the skills and abilities of their peers, despite good schooling experiences. Given this reality, teachers cannot depend exclusively upon the official curriculum to achieve desired schooling outcomes for all of their students. They must instead look to the activities and patterns of the lives students are leading as their curricular source and then *overlap and embed* real life learning goals into the activities and content of the various parts of the official curriculum.

Increasingly we are finding that teachers are using the ABA in various ways to help them learn more about **all** their students. The ABA can help teachers learn:

← *about each student's competence to participate in the day to day activities typical of their age group.*

← *which of these day to day activities students themselves really want to learn more about or be better at performing.*

← *which of these activities the student's family and friends identify as priorities for learning and participation.*

This information will assist you to make the appropriate enrichment, expansion, enhancement, or overlapping decisions about curriculum for each of your students as they are needed.

How Does the ABA Work?

The ABA has two parts: The Activity Lists, and a one-page Summary. We'll describe each briefly along with some suggestions for different ways you can use each part.

Age-Appropriate Activity Lists

Remember: Schooling should help every student be an active, participating, contributing member of his or her community right now, not just sometime in the distant future. *The age-appropriate activity lists represent the real-life curriculum the official curriculum seeks to influence.*

We have organized these lists into three to four-year age groupings (e.g., ages 5-8, ages 9-12, 13-15, and 16+). We developed the lists by interviewing students, parents and teachers about what children and youth actually **do** in their lives outside of school. We organized the lists into activities of Caring for Self, Friends & Family, Enjoying Leisure & Recreation, and Contributing to Community. Table 1 illustrates the range and diversity of activities included on the lists by comparing three areas and two different age groupings. All the lists are included in Appendix 1.

Table 1
Categories of Activities Included in the
Age-Appropriate Activity Lists

Ages 5-8

Caring for Self, Friends & Family
- Being a Friend
- Family Membership
- Personal Care
- Personal Business

Enjoying Leisure & Recreation
- Media
- Exercise & Fitness
- Events
- Games/Crafts/Hobbies

Contributing to Community
- School Membership & Commitments
- Community Membership & Commitments
- Jobs & Career

Ages 16 +

Caring for Self, Friends & Family
- Personal Care
- Personal Business
- Being a Friend
- Family Membership

Enjoying Leisure & Recreation
- Media
- Exercise & Fitness
- Events
- Games/Crafts/Hobbies

Contributing to Community
- After School, Weekend, Vacation
- Work/ Mentor categories:
  - Arts & Communication
  - Business management
  - Health services
  - Human Resources
  - Industrial & Engineering Systems
  - Natural Resource Systems
  - Miscellaneous

THE ACTIVITY BASED ASSESSMENT INVENTORY [ABA] (FIGURE 1)

Sometimes you will want to sit down with a student, or with a student and his family and friends, to complete an in-depth activity-based assessment. This is especially critical for those few students for whom the official curriculum is not a useful outline. Sometimes these are students who have severe or multiple disabilities. Some may be nearing the end of school or may have reached such a level of frustration with school that a whole new approach is called for. In still other situations it may only be one part of a student's learning that is so challenging.

We designed the ABA Inventory to help you structure a conversation with a student and his or her family and friends. Figure 1 depicts one of the pages of this Inventory that was used by a teacher. We've included a blank form in the back of this module so that you can easily copy more for yourself.

Table 2 summarizes four steps for using the Inventory. The key to this kind of individual interview is to make it as much like a conversation as you can. Sit alongside or between the student and others so all can see the Interview Guide. The questions you want to ask are essentially the same for each activity on the list:

How do you (does s/he) do this?
Is this something you want to change?

These questions focus on helping you learn about the student's abilities, interests, and priorities for learning and change. Note all interesting or potentially useful information in the spaces on the form

When you (or another teacher) finish updating these pages and go on to a new activity-age list, remember to save the ABA Inventory in the student's cumulative file. As a record of the student's competence and growth, it will be valuable information for others as well as a useful antidote for the more deficit-oriented information typically found in official files.

Table 2:
Using the ABA Inventory

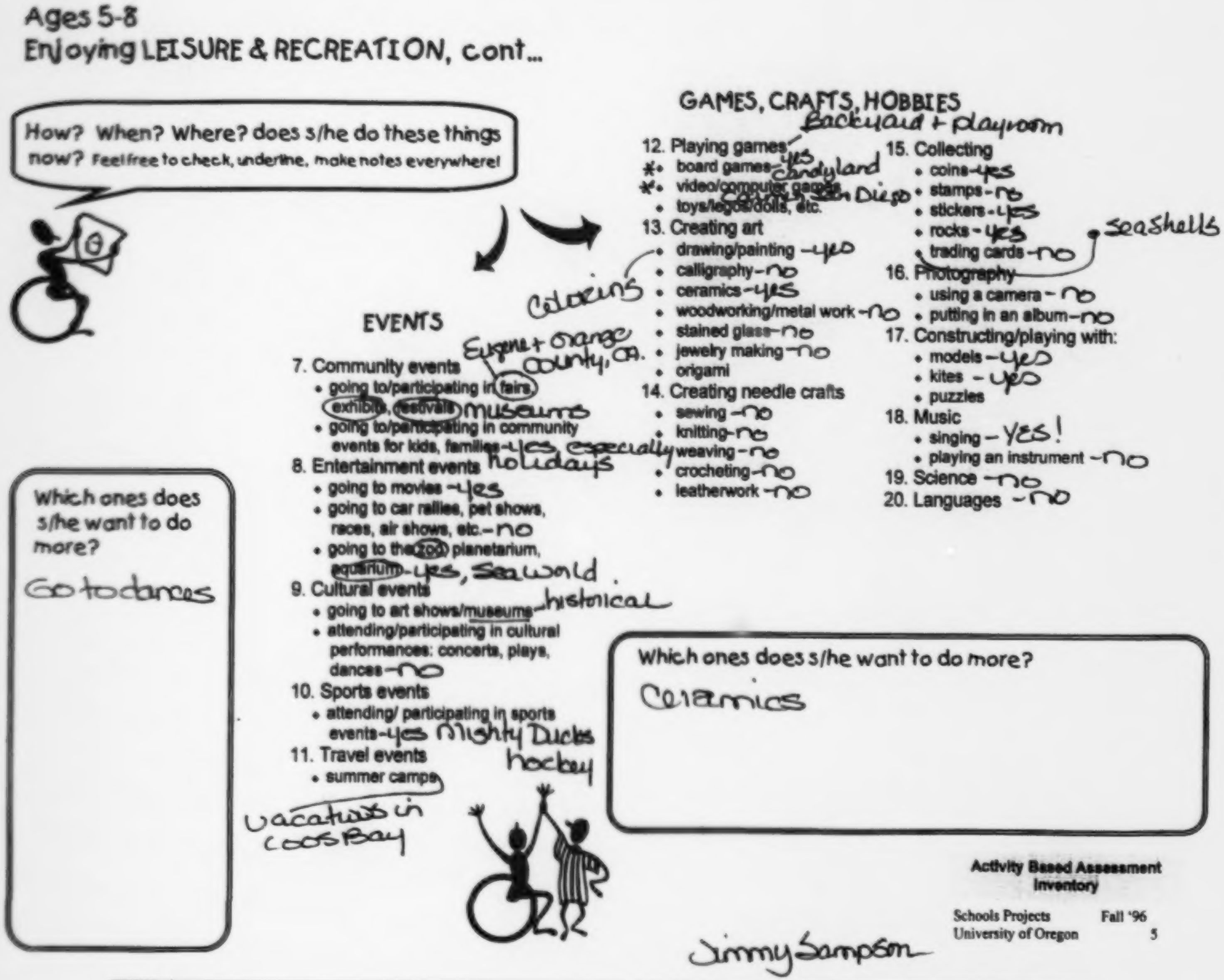
1 Select the activity list that matches your student's age.

2 Make copies of the activity pages.

3 Schedule a time (about an hour and a half or so) to meet with the student, her parents, and any brothers, sisters, or friends that the student and/or parents think might have some useful information or good ideas.

4 Make notes on the guide as the informal interview/discussion proceeds.

Remember: *Keep the interview positive. You're trying to learn abut the student's abilities, interests, and preferences so you can make better curricular decisions*



Ages 5-8
Enjoying LEISURE & RECREATION, cont...

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

EVENTS

7. Community events Eugene + Orange County, CA.
- going to/participating in fairs, exhibits, festivals museums
- going to/participating in community events for kids, families-yes, especially holidays

8. Entertainment events
- going to movies -yes
- going to car rallies, pet shows, races, air shows, etc.-no
- going to the zoo, planetarium, aquarium-yes, Sea World

9. Cultural events
- going to art shows/museums-historical
- attending/participating in cultural performances: concerts, plays, dances-no

10. Sports events
- attending/ participating in sports events-yes Mighty Ducks hockey

11. Travel events
- summer camps vacations in Coos Bay

Which ones does s/he want to do more?

Go to dances

GAMES, CRAFTS, HOBBIES

12. Playing games Backyard + playroom
- * board games-yes Candyland
- * video/computer games Carmen San Diego
- toys/legos/dolls, etc.

13. Creating art
- drawing/painting -yes Coloring
- calligraphy-no
- ceramics-yes
- woodworking/metal work-no
- stained glass-no
- jewelry making-no
- origami

14. Creating needle crafts
- sewing-no
- knitting-no
- weaving-no
- crocheting-no
- leatherwork-no

15. Collecting
- coins-yes
- stamps-no
- stickers-yes
- rocks-yes
- trading cards-no
- seashells

16. Photography
- using a camera-no
- putting in an album-no

17. Constructing/playing with:
- models-yes
- kites-yes
- puzzles

18. Music
- singing-YES!
- playing an instrument-no

19. Science-no

20. Languages-no

Which ones does s/he want to do more?

Ceramics

Jimmy Sampson

Activity Based Assessment Inventory
Schools Projects Fall '96
University of Oregon 5

Figure 1: Sample from the ABA Inventory

The ABA Summary
(Figure 2)

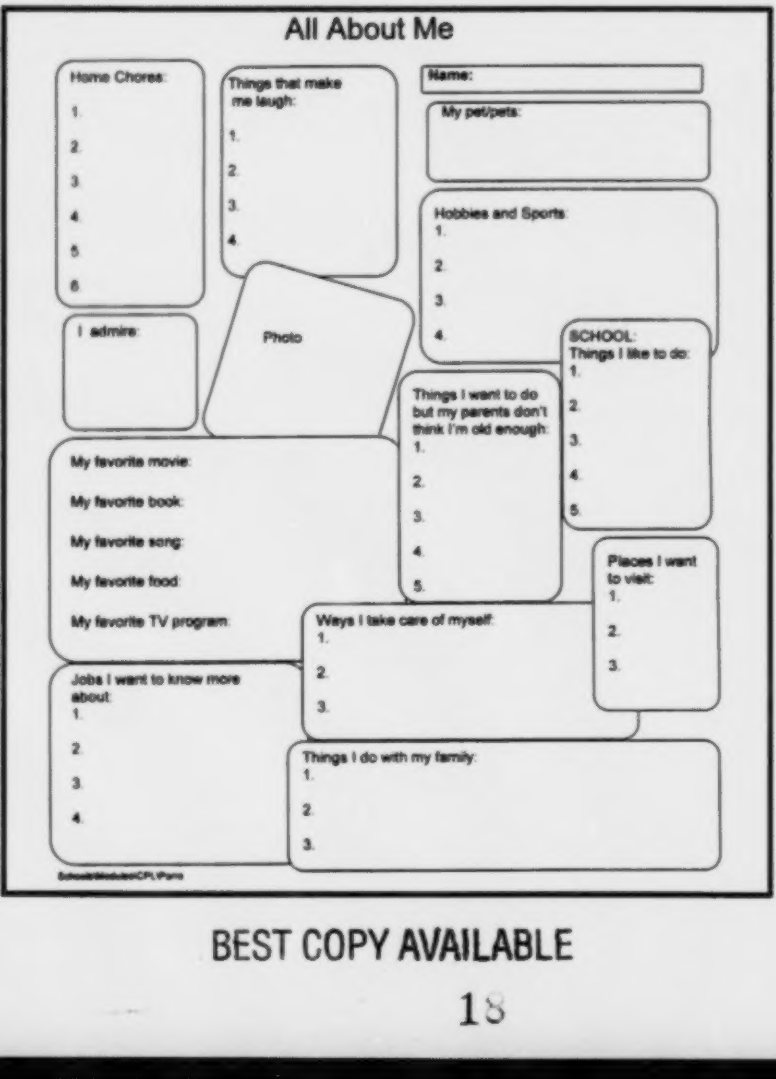
Once you have completed the interview, save some time in the next day or two to summarize what you have learned on the ABA Summary page. Figure 2 depicts a filled out example, but we have also included a blank form in the back. Using this summary while the interview is still fresh for you will save you time later flipping through the pages of the inventory as you try to make curricular decisions. The Summary can also be a useful way to share the interview in a succinct and accessible way with other teachers who help you plan curriculum and teaching.

Wait! I Can't Spend So Much Time With Every Student!!

Of course you can't. We suggest you only do individual interview discussions with the one or two or several students who require the most curriculum tailoring. For other students you can take more of a whole group approach to activity-based assessment that still results in individual information. There are several ways to use activity-based assessment with whole groups. Here we'll describe three, but you may come up with more.

If you are working with middle or high school students, you can give the lists to the whole class. Tell them to identify those activities they most like to do with a star and those they think they need to do better at with a check. You could even creatively format the "lists" into other graphics with the help of your computer.

Another approach is to use the lists to develop a questionnaire or interview where students tell you directly about preferred activities instead of using the lists as a source. The illustration below is one classroom example (Atladottir, Parra, 1994).



All About Me

Home Chores:
1.
2.
3.
4.
5.
6.

Things that make me laugh:
1.
2.
3.
4.

Name:

My pet/pets:

Hobbies and Sports:
1.
2.
3.
4.

I admire:

Photo

SCHOOL:
Things I like to do:
1.
2.
3.
4.
5.

Things I want to do but my parents don't think I'm old enough:
1.
2.
3.
4.
5.

My favorite movie:

My favorite book:

My favorite song:

My favorite food:

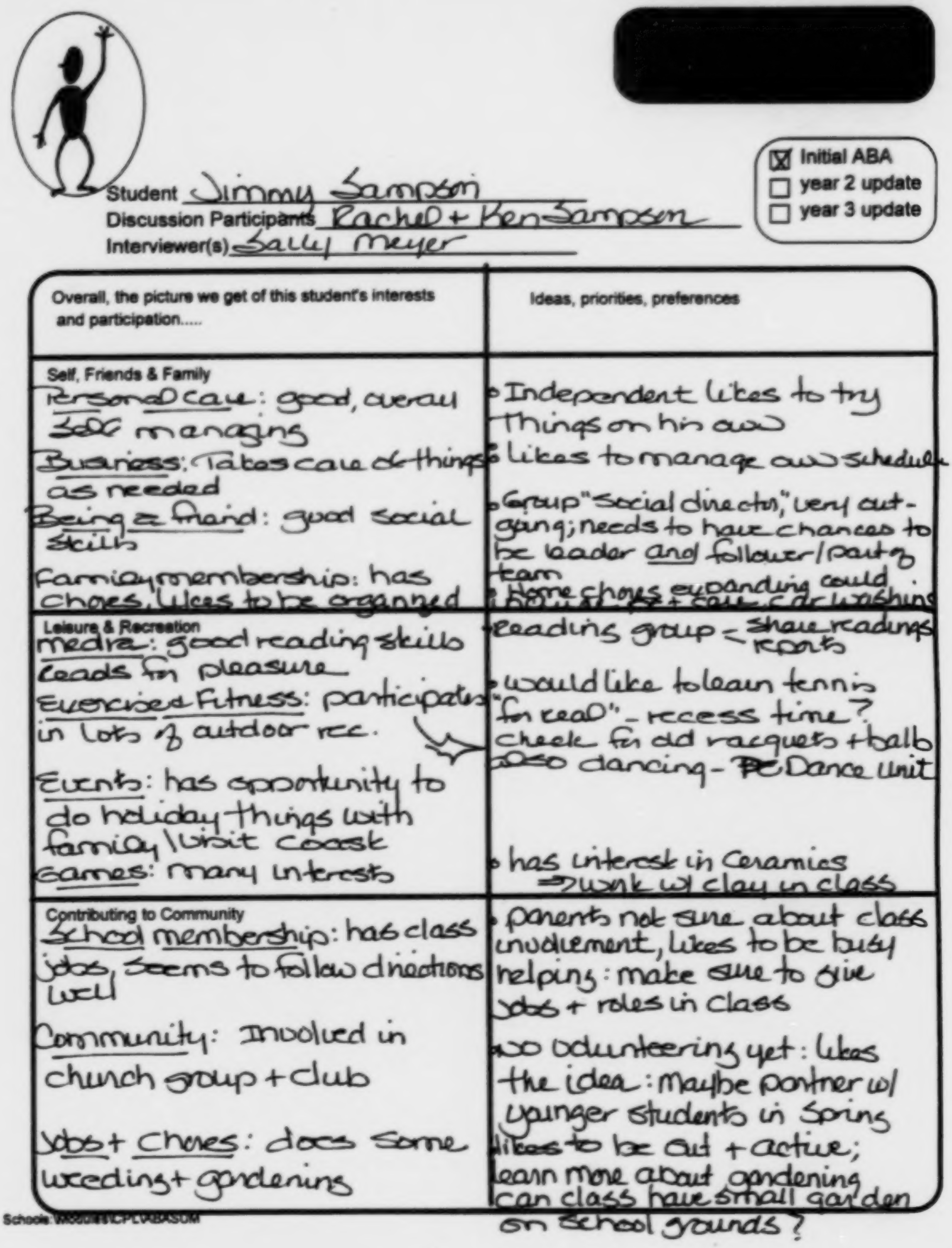
My favorite TV program:

Places I want to visit:
1.
2.
3.

Ways I take care of myself:
1.
2.
3.

Jobs I want to know more about:
1.
2.
3.
4.

Things I do with my family:
1.
2.
3.



[redacted]

☒ Initial ABA
☐ year 2 update
☐ year 3 update

Student Jimmy Sampson
Discussion Participants Rachel + Ken Sampson
Interviewer(s) Sally Meyer

Overall, the picture we get of this student's interests and participation.....	Ideas, priorities, preferences
Self, Friends & Family Personal Care: good, overall Self managing Business: Takes care of things as needed Being a friend: good social skills Family membership: has chores, likes to be organized	• Independent likes to try things on his own • Likes to manage own schedule • Group "social director," very outgoing; needs to have chances to be leader and follower/part of team • Home chores expanding could [illegible] car washing
Leisure & Recreation Media: good reading skills reads for pleasure Exercise & Fitness: participates in lots of outdoor rec. Events: has opportunity to do holiday things with family\visit coast Games: many interests	• reading group – share readings reports • would like to learn tennis "for real" – recess time? check for old racquets + balls also dancing – PE Dance Unit • has interest in Ceramics ⇒ work w/ clay in class
Contributing to Community School membership: has class jobs, seems to follow directions well Community: Involved in church group + club Jobs + Chores: does some weeding + gardening	• parents not sure about class involvement, likes to be busy helping: make sure to give jobs + roles in class • no volunteering yet: likes the idea: maybe partner w/ younger students in Spring likes to be out + active; learn more about gardening can class have small garden on school grounds?

Schools: [illegible]

Figure 2: Example of ABA Summary Page

You can also send the appropriate activity list home with each of your students with a cover letter suggesting that the parents and student review it together. Tell them to summarize their home discussion by making a list for you of three or five or some number of activities that they would like you to try to focus on during the course of the year. Here's an example letter you might be able to use as a guide.

> Dear __________,
>
> The year seems off to its usual hectic start! I will be trying to keep you informed of important events and activities as each week and month passes, but this letter is to first solicit some important information from you and _______.
>
> I want to make sure that the curriculum and learning activities we do this year are really useful and sensible for _____. I am especially interested in making sure that whatever [he/she] learns is really interesting and seems to have some usefulness in [his/her] life outside of school.
>
> Attached you will find a list of activities that children ________'s age typically do. Please sit down with _______ and talk about which of these activities [he/she] does well enough and which [he/she] and you might want to get better at.
>
> Of course, I can't promise that I will be able to work directly on some of these things, but knowing about the interests and preferences of you and _______ will really help me tailor assignments and activities to try to incorporate these interests.
>
> I have scheduled a meeting on October 12 at 7:00 PM. that will last about an hour and a half. I've invited all the parents of my students to report back to me about these activities. Please try to select 3-5 that are of special importance to you and _______. Of course, you can also write me a note or call me at ____________________. if you cannot attend this meeting or would just prefer a more individual conversation. I am hoping that getting all the parents together about these activities will help identify ways in which we can all work together to make this year an especially successful and productive one for _______.
>
> Feel free to call or write me if you have questions or just want to talk things over.
>
> Regards,
>
> Pam Reston

Our example cover letter includes an invitation to parents to attend a follow up meeting. We know teachers who have used this approach quite successfully. Not only did all the families attend, but the discussion resulted in ideas and plans for the teachers, for other teachers in the school also working with the class, and for the parents.

> *Paul's uncle didn't say much for the first 15 or 20 minutes of the meeting. He seemed shy, sitting on the edge of the group and clasping his hands in his lap as if he was just a little uncomfortable being back in a school.*
>
> *Sarah's mother began talking about her desire for Sarah to do more with friends after school. She worried about her at home alone just watching TV until she and her husband got home from work. She wondered questioningly if Mrs. Stanton might help the students plan some after school activities with each other once in awhile.*
>
> *Paul's uncle seemed to gather his courage, cleared his throat, and said he was worried about Paul not having many friends and being so quiet and isolated. Paul's mother left last year and his uncle brought Paul into his own home, but seemed not quite sure how to support Paul's preadolescent social life.*
>
> *Sam's mother spoke up, offering to make sure Paul was invited to Sam's upcoming birthday party which brought similar offers from two other parents. Jevon's dad commented that Jevon often mentioned Paul in his reports about the school day's events and seemed to like him. He offered to encourage Jevon to invite Paul over for videos and popcorn some evening soon.*

This teacher filled out ABA summary pages on the 7 students in her class of 23 that seemed to need some extra attention. You might use the ABA Individual Summary form to make notes about the whole class. We have included a whole class summary form in the back of the module that allows you to summarize your class individually on page. This particular teacher's summary pages helped remind her of the parent meeting discussion when she began planning specific curricular goals and designing teaching plans. Another strategy might be to have brief individual meetings with each student about their review of the activity lists with their parents. You could then use the ABA summary to capture the highlights of this discussion.

The Learning History/Transition Information Profile
(Figure 3)
Figuring out where your students have been

Every fall in American schools, many teachers get a new group of students and most students get a new teacher. Some schools are experimenting with "step-ups" and mixed age groupings that allow students to stay with the same teacher for several years. (This has been common practice in some other countries where teachers "follow" their students for several years through elementary and middle school especially.) You may know a little bit about some of your new students just from seeing them around the school, or in come cases, hearing their previous teachers talk about them in the teacher's lounge or during meetings. Too often, though, you really don't know very much about the new group and have to almost "start from scratch" getting to know each student. Sometimes you may get through a whole year and still feel that you never really got to know a fair number of your students. This may bother you since you realize that if you get to know students well you are more likely to be able to tailor their learning so that it is interesting and more useful in their lives.

While the ABA will greatly assist the process of learning who your students are, it does not provide you with an educational *history* of your students. What have past teachers learned about Germaine's preferred learning styles? What are his special gifts of intelligence? What supports does he need to manage school and learning well? What kinds of curricular materials and approaches have been tried? Which worked and which didn't?

Of course, for some of your students this kind of information is less critical, or becomes transparent to you within a few days. For a sizable proportion of your class, however, you could well "waste" the fall covering old ground in lots of different ways. We've created the *Learning History/Transition Information Profile* to help you get this information sooner rather than later. Table 3 summarizes the information included on the Learning History/Transition Profile while Figure 3 illustrates one of the three pages.

Table 3:
Information Included on the
Learning History/Transition Information Profile

In short, this student's abilities, issues and needs. . .

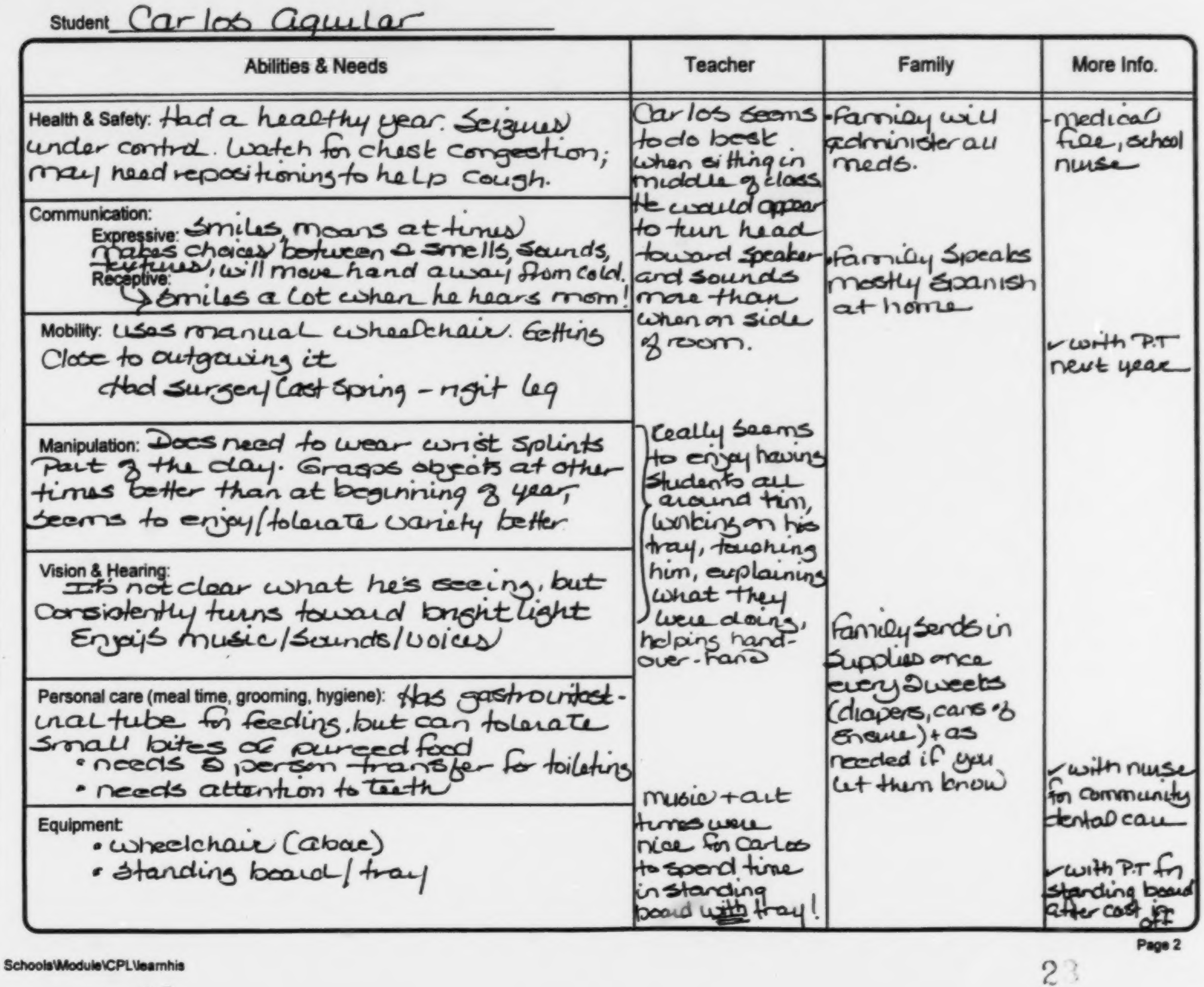
from the perspective of teachers and family . . .

with suggestions for finding more in-depth information . . .

- Health and Safety
- Communication
- Mobility
- Manipulation
- Vision/Hearing
- Personal Care
- Equipment

- Reading
- Writing
- Schedule Use/Time Telling/ Calendar
- Numbers/Math
- Money
- Independent Work
- Group Work
- Homework

- Self Management/Behavior
- Friends/Relationships
- Learning Style and Preferences
- Activity Level Preferences
- Social Image/Esteem
- Other home stuff
- Other school stuff
- Other community stuff



Student Carlos Aguilar

Abilities & Needs	Teacher	Family	More Info.
Health & Safety: Had a healthy year. Seizures under control. Watch for chest congestion; may need repositioning to help cough.	Carlos seems to do best when sitting in middle of class. He would appear to turn head toward speaker and sounds more than when on side of room.	- Family will administer all meds.	- medical file, school nurse
Communication: Expressive: Smiles, moans at times) makes choices between 2 smells, sounds, textures, will move hand away from cold. Receptive: → Smiles a lot when he hears mom!		- Family speaks mostly Spanish at home	
Mobility: uses manual wheelchair. Getting close to outgrowing it Had surgery last spring - right leg			✓ with P.T next year
Manipulation: Does need to wear wrist splints part of the day. Grasps objects at other times better than at beginning of year, seems to enjoy/tolerate variety better	Really seems to enjoy having students all around him, working on his tray, touching him, explaining what they were doing, helping hand-over-hand		
Vision & Hearing: It's not clear what he's seeing, but consistently turns toward bright light Enjoys music/sounds/voices		Family sends in supplies once every 2 weeks (diapers, cans of Ensure) + as needed if you let them know	
Personal care (meal time, grooming, hygiene): Has gastrointestinal tube for feeding, but can tolerate small bites of pureed food • needs 2 person transfer for toileting • needs attention to teeth	music + art times were nice for Carlos to spend time in standing board with tray!		✓ with nurse for community dental care
Equipment: • wheelchair (above) • standing board/tray			✓ with P.T for standing board after cast is off

Page 2

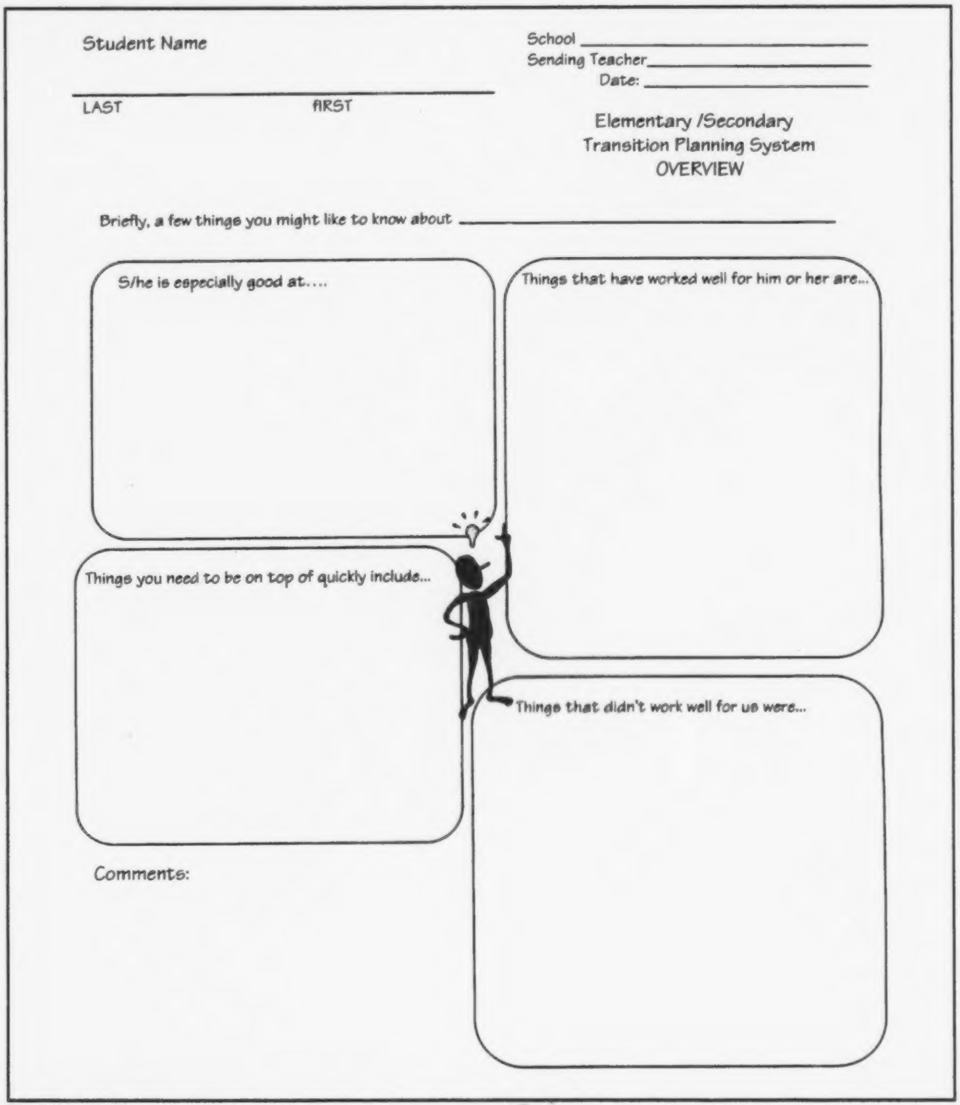
Schools\Module\CPL\learnhis

Figure 3: Page of the Learning History/Transition Information Profile

WHO FILLS OUT THE LEARNING HISTORY/TRANSITION PROFILE?

It depends. If your school is well-organized as collaborating faculty, you could have a system that has every *sending* teacher fill out the *Learning History/Transition Profile* for students that you and they think might be a bit too difficult to learn about quickly. If your school is not organized in this way, you can ask teachers of students you expect to inherit to complete the *Profile* with the child's parents before the end of the school year. You can also use the form as an interview guide after the fact to gather information from both the previous teacher and the student's parents. Some teachers we have been working with are finding the *Learning History Profile* is especially helpful when students' move to the next grade also involves moving to a new school. A shorter, condensed *Overview* is illustrated below.

We encourage you to not skip the student's parents. Teachers usually only have a year (or at most 3) of familiarity with a student. We think you'll find, as we have, that parents will most often be the best at anticipating how their child will react to your classroom environment. Their information might be crucial to the peacefulness and productivity of the first weeks of the new year and serve as a basis for your curricular decisions throughout the year.



Student Name

LAST FIRST

School ______________________
Sending Teacher______________________
Date: ______________________

Elementary /Secondary
Transition Planning System
OVERVIEW

Briefly, a few things you might like to know about ______________________

S/he is especially good at....

Things that have worked well for him or her are...

Things you need to be on top of quickly include...

Things that didn't work well for us were...

Comments:

The Transition Planning System Overview

IN SUM

We have described two ways of gathering information about your students. These strategies will help you tailor your curricular decisions for each student in your class, thereby enriching, expanding, enhancing or overlapping depending upon the student's interests, abilities, preferences, and priorities. Taking students' and families' perspectives into account is a key to the creation of really effective, flexible curriculum and genuinely reinvented schools. The next section provides some additional ideas, strategies, and tools to help you use this information about your students in both your whole class and individual student planning.

4

CPL

Planning for Everyone and Each one

The direction and commitment of the multiple efforts of reform currently at work in schools is to reinvent schools as places of learning that respond to individual student differences and interests within the context of the larger classroom and school community. For many teachers this really isn't as difficult as it sounds. Good teachers **are** good at least in part because of their ability to attend to a single child's uniqueness while managing the ebb and flow of the whole class. Good teachers have always been able to move rapidly between the *big picture* and the single child.

You probably remember the couple of teachers in your own learning history who fielded the question only you really wanted to ask, let you change the assignment so you could do something you thought was really special, and generally inspired you to produce your best efforts. If the memory isn't too old, you might also remember that she accomplished this powerful singling out in a way that made you feel "proud special" instead of "sorry special."

As special education gradually funneled more and more students away from the general education classroom, some teachers became less practiced at accommodating some students, while they remained just as fluently able to tailor their teaching and planning for others. "Human diversity" acquired narrow definitional limits, at least within the learning community of the general education classroom. "Sorry special" became the more dominant reaction of children to our efforts to help them learn better or differently in places besides the general education classroom.

For most of you general education teachers, reinventing teaching and learning means discovering anew how to stretch your planning creativity for everyone to accommodate successfully more and more different kinds of "each ones."

For you special educators, the stretching is of a different kind. You need to think first about the *whole* class and how its learning activities can provide rich opportunities for the student you used to teach alone, rather than thinking of the individual child and how they might, or might not, "fit in" to the activities of the larger group. In this section we offer three planning tools that will help you both stretch. But first, a couple more words about why *collaborative* curriculum planning seems so difficult.

COMPETING APPROACHES TO PLANNING:

WHY TEACHERS STRUGGLE WITH EACH OTHER

Of course we realize that *planning* for any teacher is really just an effort to gain some amount of comfort with the chaos. Plans, especially for general educators, impose some order and direction, but are rarely expected to unfold as anticipated. Teaching plans are meant to be changed; the plan just gives you enough structure to change things for the better more often than for the worse. Special educators sometimes forget this essential unpredictability of teaching and become constrained rather than aided by their plans. This is one planning difference that can make it challenging for general and special education teachers to begin working together, but there are others.

Within special education we have relied, at least since 1978, upon creating detailed annual plans for each child's curriculum and teaching. While these individual education plans (IEPs) meet many of the accountability requirements of both federal and state regulations, they often do not serve teachers as well. Special educators find themselves spending hours stretching into days creating IEPs that are then filed away until the annual process gears up again 9-10 months later. General educators approach the IEP document with consternation and suspicion. "Do I really have to do this?" "How do I do this and teach the rest of the class?" "I don't know what I'm going to teach in March exactly and can't really say what this student might be able to learn."

General educators tend to plan for longer periods of time in broader strokes, leaving the detailed lesson planning to right before, and even during, their teaching. General educators also tend to start their planning from the broader view of the whole class rather than any one child's learning perspective. It's as if ***special educators plan from the bottom up (the student to the class) while general educators plan from the top down (the class to the student).***

HOW CAN WE POSSIBLY GET TOGETHER ABOUT PLANNING THEN?

If students with disabilities, who now must have detailed and annual IEPs, are going to become fully included as learning members of the general education classroom, some changes in the *process* for generating the IEP will need to occur. We suggest an approach that takes advantage of the planning strengths of both general and special educators. The resultant process generates *curriculum goals* annually (just as now required by the IEP regulations), but leaves the articulation of specific *teaching objectives* until much closer to the teaching event (a change that is currently being discussed as the federal law {IDEA} undergoes reauthorization.) There are several advantages to this small change.

TEACHING OBJECTIVES CAN BE MORE RESPONSIVE TO STUDENT LEARNING. One problem many teachers find with writing annual objectives is that the IEP is not very responsive to changes in students' learning. Our IEPs are only our "best guess" about what and how much a student might learn. When our best guess is even a little off the mark, it becomes less useful as a guide to teaching. The most effective, flexible, and efficient teachers constantly revise teaching objectives in response to students' work and learning. Thus teaching objectives written close to the teaching event are most likely to really reflect *exactly* what is transpiring with the student's learning.

TEACHING OBJECTIVES CAN BETTER REFLECT THE CURRICULUM. Since general education teachers usually make their curricular decisions only the week, day or even hours before actually teaching, *annual* teaching objectives must always be written in very general terms. Yet it can be difficult for teachers to see how these generally worded objectives apply in the specific teaching situations they are designing, resulting in students being left out or teachers asking some other adult to figure out what the student should be doing. If teaching objectives are written close to the teaching event, the student's learning can be framed in terms of the teaching content and event, making it clearer for everyone how the students will participate and what they will be expected to accomplish. In this section we offer 3 planning tools that will help you move from broad-based curriculum planning for longer spans of time (like several weeks or a whole term) to specific lesson design for a single or small number of days. We've also included a special section on group teaching that we think will give you some ideas for managing student diversity with mixed as well as same-ability groups of learners.

THE IEP BECOMES A WORKING DOCUMENT. Both of these advantages result in the IEP becoming something teachers use all the time to help them make and record their curricular decisions. The IEP-in-a-drawer becomes the IEP-in-the-hand, constantly reminding all the teachers involved in the class what they are trying to accomplish for those students whose successful learning requires a bit more careful tailoring and personalizing.

LONG RANGE CURRICULUM PLANNING:

SKETCHING THE BIG PICTURE WITH BROAD STROKES FOR EVERYONE

This first tool is designed to be used by groups of teachers doing longer term planning about how they will be achieving curricular aims over the next weeks or even months. Instead of just "following the book," more and more teachers are getting together to engage in just this kind of creative and collaborative curricular planning. First they identify broad curricular themes that might be either conceptual (e.g., conflict, culture, growth) or substantive (e.g., relationships, animals). These themes provide coherence and constancy as students move from one learning activity to the next. Themes also serve to invigorate skill-based learning like reading, math, and writing with meaning and interest for students. This tool draws on "webbing" to elaborate the theme into a wide variety of possible topics that can be clustered into learning activities. Webbing is a brainstorming technique familiar to many general educators, but rarely familiar to special educators. Some general education teachers use webbing with their students to involve them in the design of the curriculum and resultant learning activities.

Figure 4 illustrates the web that the teachers of the grade 6 team devised. Notice that the broad theme of relationships naturally generated a variety of topics and activities that might take anywhere from an hour to several days or even a couple of weeks.

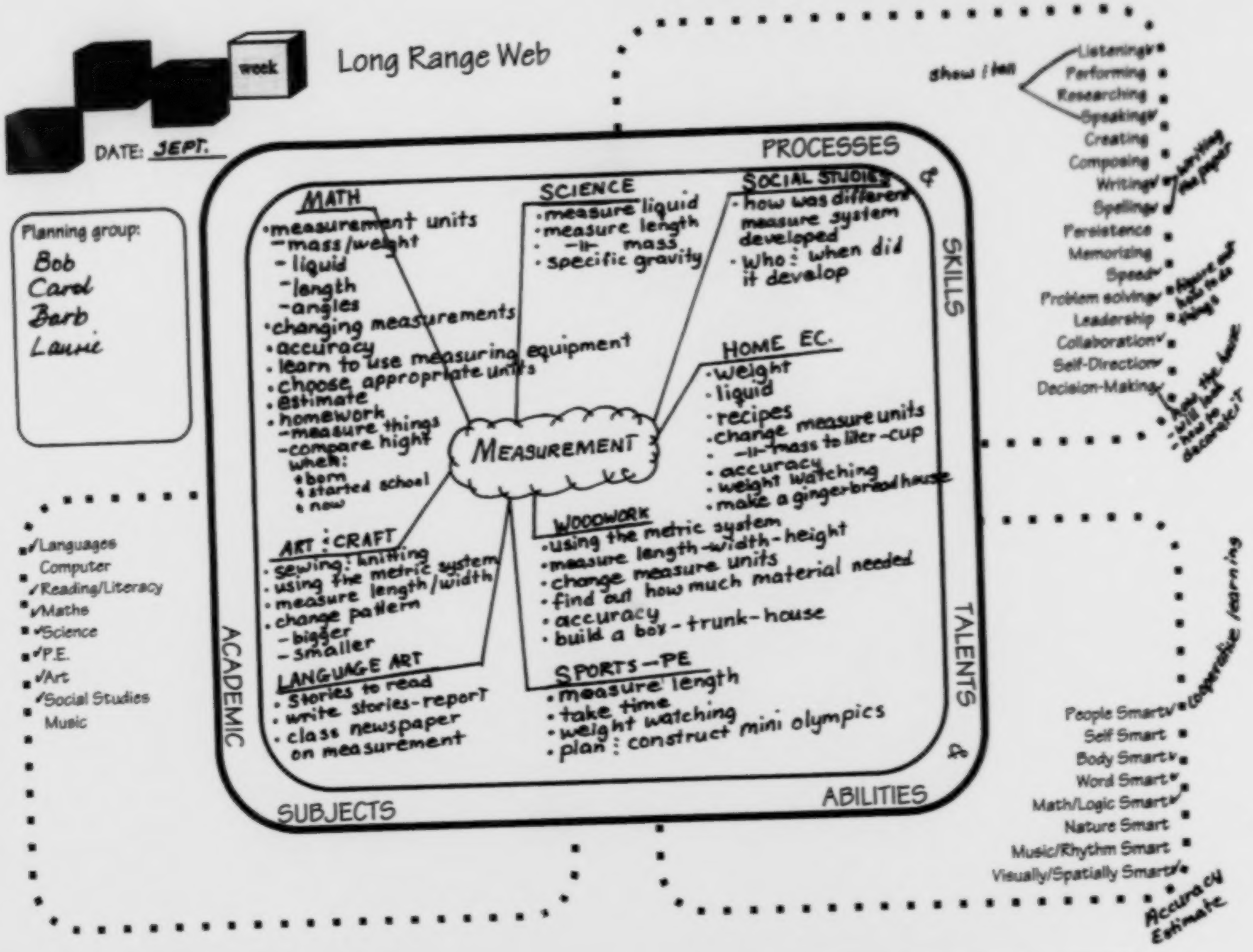
These teachers have also thought through how the webbed topics might translate into a series of learning activities using another piece of planning paper illustrated in Figure 5. *Long Range Curriculum* planning begins to translate topics from the web into specific activities and relate them to various academic content, skills, and other more specific dimensions of curricular and teaching design. Sometimes academic content will, for example, be infused into one of the integrated curriculum activities. For example, The math review at the beginning of the year will focus on the measurement unit with learning relating to the history of the metric system and challenges related to woodworking, cooking, consrtuction and conversions. In other situations the teachers will organize some focused teaching of these academics, sometimes with same-ability and sometimes with mixed-ability groups of students.

This "big picture, broad stroke" planning also helps the group identify and share responsibility for organizing their resources. Notice that Bob will take the lead in the wood working projects and will likely be the one to plan the language arts unit. On the other hand, Carol will take responsibility for social studies and Home Ec. both in terms of her involvement with all the students in the three teachers' classrooms and the collection and management of all the special materials. Barb, who feels more comfortable in the sciences, will lead the math and health curricula development.
Finally, notice how this broad stroke planning has helped the teachers identify that several clusters of students will need some additional thought or special attention. It is not necessarily clear to the reader exactly why these teachers have singled out these students, but it does seem clear that they intend to spend more time organizing their thinking about how these activities will need to be tailored to be successful for them.

HOW DOES THIS ANNUAL PLANNING WORK FOR IEP STUDENTS?

It depends on how services for students officially designated as eligible for special education are organized. Remember we are in a time of transition. Only relatively few places have succeeded in absorbing previously separate special education in ways that preserve all the functions, but without any of the labels. Where this has happened all students are assigned to general education classrooms that are supported by groups of teachers. Each teacher has different teaching strengths and preparation. At least one has a history of interest and preparation in tailoring curriculum for more challenging learners and providing the additional supports they might require. In such reinvented, inclusive situations, these two curriculum planning forms help identify students that might need more systematic discussion, detailed planning, and support.

You may find yourself in a different situation during this period of transition. In many other schools "special" students are still "served" by a separate system. Some might be assigned only part time to general education classrooms and spend part time in other special-only places (like resource rooms, or self-contained classrooms). Others might be assigned full time to general education classrooms, but bring the special-only aspects along with them to the classroom in the form of another adult who takes primary responsibility for their learning. All these are examples of *integration*. While integration is a "step-on-the-way" to truly reinvented, inclusive schools, it still maintains much of the separateness that can lead to more



week

Long Range Web

DATE: SEPT.

Planning group:
Bob
Carol
Barb
Laurie

PROCESSES & SKILLS

TALENTS & ABILITIES

ACADEMIC SUBJECTS

MEASUREMENT

MATH
- measurement units
  - mass/weight
  - liquid
  - length
  - angles
- changing measurements
- accuracy
- learn to use measuring equipment
- choose appropriate units
- estimate
- homework
  - measure things
  - compare hight when:
    - born
    - started school
    - now

SCIENCE
- measure liquid
- measure length
- -"- mass
- specific gravity

SOCIAL STUDIES
- how was different measure system developed
- Who & when did it develop

HOME EC.
- weight
- liquid
- recipes
- change measure units
- -"- mass to liter-cup
- accuracy
- weight watching
- make a gingerbread house

ART & CRAFT
- sewing & knitting
- using the metric system
- measure length/width
- change pattern
  - bigger
  - smaller

WOODWORK
- using the metric system
- measure length-width-height
- change measure units
- find out how much material needed
- accuracy
- build a box-trunk-house

LANGUAGE ART
- stories to read
- write stories-report
- class newspaper on measurement

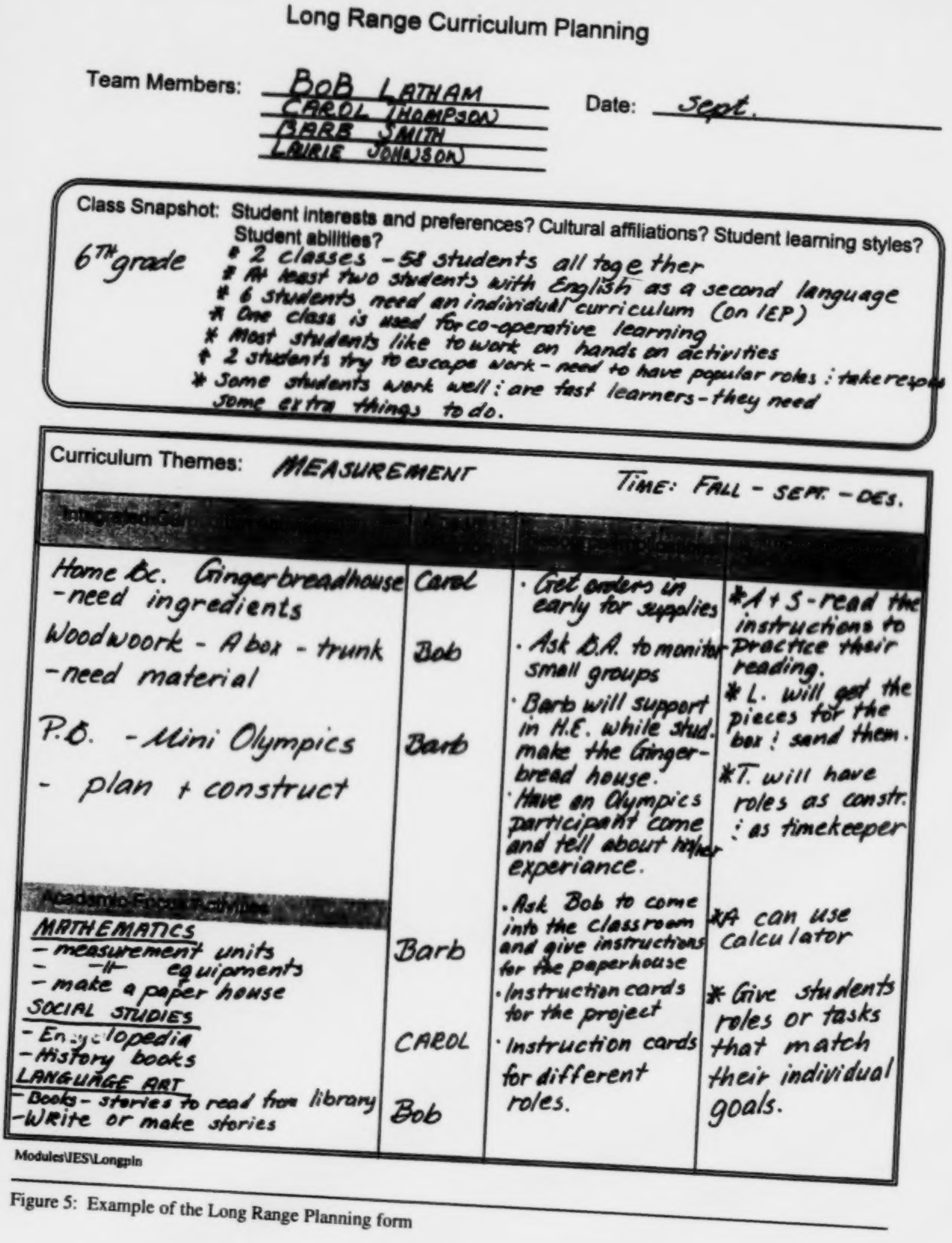
SPORTS-PE
- measure length
- take time
- weight watching
- plan & construct mini olympics

✓Languages
Computer
✓Reading/Literacy
✓Maths
✓Science
✓P.E.
✓Art
✓Social Studies
Music

show / tell
Listening✓
Performing
Researching
Speaking✓
Creating
Composing
Writing✓
Spelling✓
writing the paper
Persistence
Memorizing
Speed✓
Problem solving✓
Leadership
figure out how to do things
Collaboration✓
Self-Direction✓
Decision-Making✓
- Area the box
- will hold
- how to decorate it

People Smart✓
cooperative learning
Self Smart
Body Smart✓
Word Smart✓
Math/Logic Smart✓
Nature Smart
Music/Rhythm Smart
Visually/Spatially Smart✓
Accuracy
Estimate

Figure 4: Example of Web planning



Long Range Curriculum Planning

Team Members: BOB LATHAM
CAROL THOMPSON
BARB SMITH
LAURIE JOHNSON

Date: Sept.

Class Snapshot: Student interests and preferences? Cultural affiliations? Student learning styles? Student abilities?

6TH grade
- * 2 classes - 58 students all together
- * At least two students with English as a second language
- * 6 students need an individual curriculum (on IEP)
- * One class is used for co-operative learning
- * Most students like to work on hands on activities
- * 2 students try to escape work - need to have popular roles : take respo
- * Some students work well : are fast learners - they need some extra things to do.

Curriculum Themes: MEASUREMENT

TIME: FALL - SEPT. - DES.

Integrated Cu[illegible]	[illegible]	[illegible]	[illegible]
Home Ec. Gingerbreadhouse -need ingredients	Carol	· Get orders in early for supplies	*A + S - read the instructions to Practice their reading.
Woodwoork - A box - trunk -need material	Bob	· Ask B.A. to monitor small groups	* L. will get the pieces for the box : sand them.
P.E. - Mini Olympics - plan + construct	Barb	· Barb will support in H.E. while stud. make the Gingerbread house. · Have an Olympics participant come and tell about his/her experiance.	*T. will have roles as constr. : as timekeeper
Academic Focus Activities			
MATHEMATICS - measurement units - -"- equipments - make a paper house	Barb	· Ask Bob to come into the classroom and give instructions for the paperhouse · Instruction cards for the project	*A can use calculator
SOCIAL STUDIES - Encyclopedia - History books	CAROL	· Instruction cards for different roles.	* Give students roles or tasks that match their individual goals.
LANGUAGE ART - Books - stories to read from library - Write or make stories	Bob		

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Figure 5: Example of the Long Range Planning form

feelings of "sorry special" than "proud special" in students.

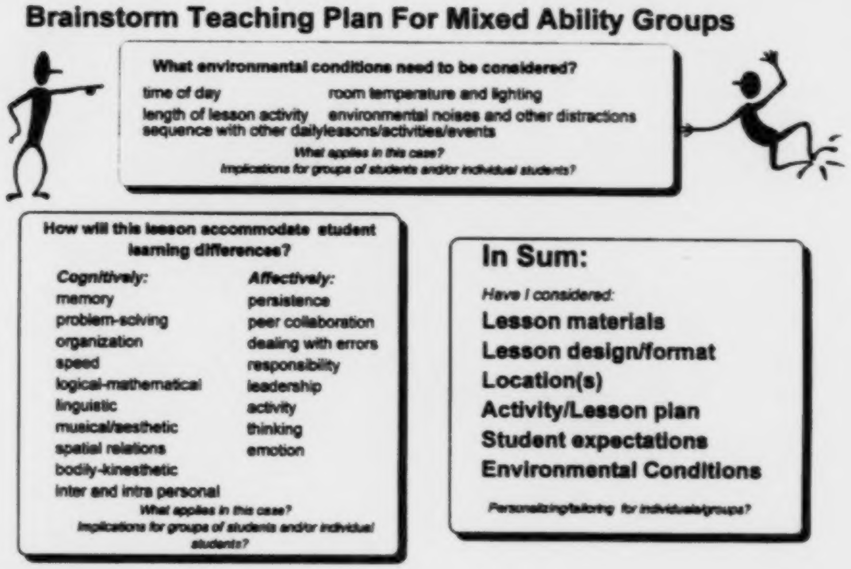
If your situation is better characterized as *integration*, the *Long Range Planning* form will help special education people gather information about what might be happening in the general education settings you are trying to make more inclusive. General education teachers might use the form and give it to the specialist team before any kind of IEP meeting is ever held. The information sketched on the *Long Range Curriculum Planning* form might help the IEP participants construct annual goals that better reflect the general education curriculum.

DAILY/WEEKLY CURRICULUM PLANNING: *FILLING IN THE DETAILS AND TRACING THE IMPLICATIONS FOR SOME*

We have designed the *Brainstorm Teaching Plans for Mixed Ability Groups* (figure 6) to assist your more detailed and ongoing planning. The "form" is also presented as a set of cards that teachers can use to plan the details of the curriculum units sketched out during the annual curriculum planning discussions. Like all the pieces of paper presented , this one encourages "thinking through" rather than "filling out," though many teachers use the forms to make notes that will later help them recapture their decisions. Both paper and card versions of these key planning tools are in the pocket at the back of the module.

We mention the *Brainstorming Teaching Plans* form in this discussion of curriculum planning because planning for curriculum and teaching are intertwined. Curriculum decisions ***are*** teaching decisions and your ongoing teaching decisions constitute the real curriculum-in-use. Curriculum and teaching are inseparable in practice. The *Brainstorm Teaching Plans* form encourages groups of teachers to think broadly and expansively about all the options they have for making the learning experience as exciting and responsive as possible to all their students. For any one of the integrated curriculum activities or academic focus activities you thought up during your broad stroke annual planning, you have all kinds of choices. Lists on the back of the *Web* form may spur your inventiveness.

The *Brainstorm Teaching Plans* first prompts you to make your curriculum/teaching decisions within each of these dimensions and then think about the implications of whatever decisions you make for your own task list as well as the learning of your students. Like the *Long Range Curriculum Planning* form, this form helps you identify, now in a more precise way, those students who will require more systematic and focused decisions if their learning experiences are to be well-enough tailored for them to really achieve the kind of active, meaningful participation in community life that you seek and value.



Brainstorm Teaching Plan For Mixed Ability Groups

What environmental conditions need to be considered?

time of day
room temperature and lighting
length of lesson activity
environmental noises and other distractions
sequence with other dailylessons/activities/events

What applies in this case?
Implications for groups of students and/or individual students?

How will this lesson accommodate student learning differences?

Cognitively:	*Affectively:*
memory	persistence
problem-solving	peer collaboration
organization	dealing with errors
speed	responsibility
logical-mathematical	leadership
linguistic	activity
musical/aesthetic	thinking
spatial relations	emotion
bodily-kinesthetic	
inter and intra personal	

What applies in this case?
Implications for groups of students and/or individual students?

In Sum:

Have I considered:
Lesson materials
Lesson design/format
Location(s)
Activity/Lesson plan
Student expectations
Environmental Conditions

Personalizing/tailoring for individuals/groups?

Sample planning card

BRAINSTORM TEACHING PLAN FOR MIXED-ABILITY GROUPS

Curriculum Area/Aim/Theme/Unit/Lesson: ______________________

Potentially Related Real Life Activities Caring For Self, Friends & Families	Potentially Related Real Life Activities Enjoying Leisure & Recreation:	Potentially Related Real Life Activities Community,Jobs& Chores:
Develop : plan fitness activities	Sports Handcraft	Cook -bake Repair or make different things

IN SUM	SPECIAL CONSIDERATIONS: (e.g.: IEPS,TAG, ESL issues, students who leave early, other/needed supports & resources)
Student Expectations: -Learn measurement units for liquid, length, mass · – to change measurement units · – to use measurement equipment · – to choose appropriate units · – to estimate · understand the importance of accuracy Lesson Design/Format: · Instruction : demonstration from teacher · Instructions on cards · Cooperative learning · Individual work Locations: · The Classroom · – Library · – School kitchen · – Woodwork shop · – Gym Activity/Lesson plan flow: MAKE: · a gingerbread house · - paper house · - woodbox house · write a story · write about measurement for the class newsletter · Study the history of how measurements were created · measure different things · change measurement units · develop : construct mini Olympics Lesson Materials: -Paper -glue - scissors - cardbord - Flour, etc. - Books from the library -Instructions on cards -Equipments to use for measuring such as: -cups - spoons - rulers - measuring tape Environmental Conditions: · Another classroom : space to spread out · Gets hot : stuffy with all the students -OPEN WINDOWS Extra/Outside resources: · Film on Olympics · Community people as speaker (Engineer - Hardware store . . . —	Other Goals : – Reading · instructions · Stories – Writing – Learning #, adding and multiplying with -10 -100 – Using : reading off a ruler ————— –Taking care of belongings – Be on task – Start on time ————— –Interact with others – Working with others Different students will have different goals depending on their needs. Goals will be : – EDUCATIONAL – TASK ORIENTED – SOCIAL

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Figure 6: Example of Brainstorm Teaching Plans for Mixed-Ability Groups

AGAIN, HOW DOES THIS WORK FOR IEP STUDENTS?

As with the *Long Range Curriculum Planning* form, it depends on your situation with regard to integration of special education versus a reinvented school that has fully incorporated those students and teachers who used to populate the separate system. If your current experiences are better described as integration, then you might be either a "general" or "special" educator trying to figure out how to use this part of the planning process.

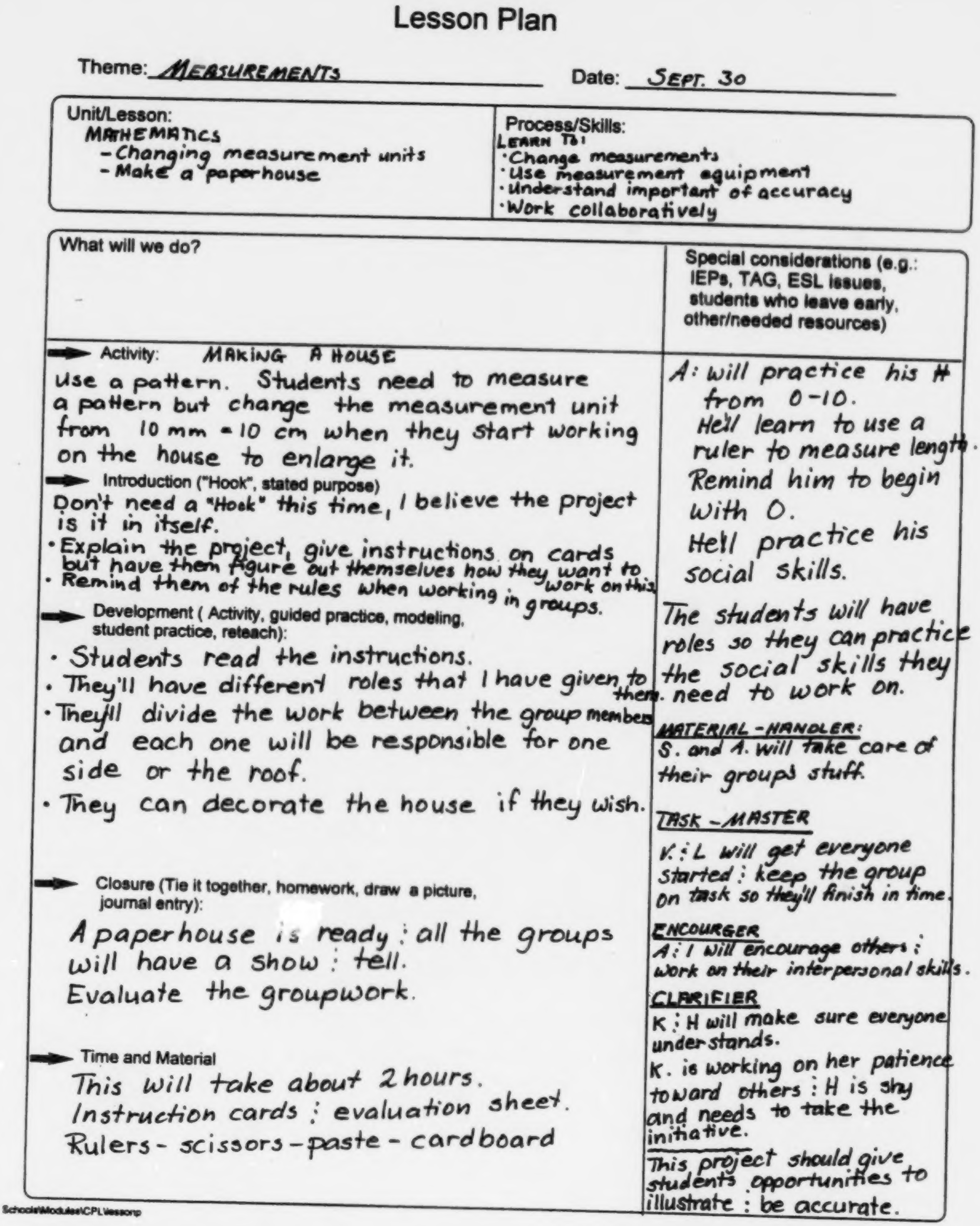
If you are a general educator, the *Brainstorm Teaching Plans* can help you and your colleagues be more expansive and creative as you plan your teaching. This very effort will likely help you create the kinds of flexible, responsive learning experiences that are naturally incorporative of student diversity. If you have special educators trying to "help" you integrate students who have been labeled "disabled," you might use a summary of these brainstorming decisions to keep them informed about your teaching and curricular decisions. Figure 6 illustrates the summary of a brainstorming session between a group of teachers who will be teaching a measurement unit. It is clear from the summary that this planning session worked out some, but probably not all, of the activity and teaching objectives details. These teachers will likely do more of this kind of detailed brainstorming, planning, readjusting, and replanning as they proceed with the unit. Nevertheless, the teachers have developed a teaching plan that includes some general strategies for all students including those with diverse needs.

If you are a special educator, you might use the *Brainstorm Teaching Plans* form as an interview guide to find out what is happening in the classrooms you seek to integrate your students into. In this way, you not only collect information that might help you more successfully integrate your students, you also let the teacher know that you are trying to learn about *his/her* teaching decisions so that you can collaborate with them. Too often general education teachers on the receiving end of integration get the message that the special educators want to change them to look more "special" so the labeled student will "fit in." By beginning with the teachers' planning decisions, you may encourage a more collaborative working relationship. Over time, the general education teacher may adopt the *Brainstorm Teaching Plans* form and begin using it more routinely as a thinking guide.

Finally, we've provided a *Lesson Plan* (Figure 7) to finalize the details of your teaching design. This tool encourages the most detailed planning, including "visualizing " just how the lesson will flow from your first effort to "hook" the group into the topic, through the work of the lesson to your effort to close and transition to the next lesson or activity. Notice in our example that individual student expectations are noted to the side of the lesson plan. This could easily be shared between classroom teacher and support staff for additional reminders and suggestions.

IN SUM

We have described four kinds of planning and offered you a heuristic device for assisting each. *Webbing* gets the process started with really divergent brainstorming, while the *Long Range Planning* form adds detail by sketching the big curricular picture with broad strokes for everyone in the class. The *Brainstorm Teaching Plans* helps you fill in the details closer to the teaching event in a way that highlights the implications of your curricular and teaching decisions for those students who might require more focused attention. Some students will require some additional decisions that will further enrich, expand, overlap, and embed teaching objectives and activities in ways that are maximally responsive and effective for their learning. The *Lesson Plan* prompts you to make these individual student decisions as you plan for the whole class.



Lesson Plan

Theme: MEASUREMENTS

Date: SEPT. 30

Unit/Lesson:
MATHEMATICS
- Changing measurement units
- Make a paperhouse

Process/Skills:
LEARN TO:
- Change measurements
- Use measurement equipment
- Understand important of accuracy
- Work collaboratively

What will we do?

Activity: MAKING A HOUSE

Use a pattern. Students need to measure a pattern but change the measurement unit from 10 mm = 10 cm when they start working on the house to enlarge it.

Introduction ("Hook", stated purpose)

Don't need a "Hook" this time, I believe the project is it in itself.
- Explain the project, give instructions on cards but have them figure out themselves how they want to work on this
- Remind them of the rules when working in groups.

Development (Activity, guided practice, modeling, student practice, reteach):
- Students read the instructions.
- They'll have different roles that I have given to them.
- They'll divide the work between the group members and each one will be responsible for one side or the roof.
- They can decorate the house if they wish.

Closure (Tie it together, homework, draw a picture, journal entry):

A paperhouse is ready ; all the groups will have a show ; tell.
Evaluate the groupwork.

Time and Material

This will take about 2 hours.
Instruction cards ; evaluation sheet.
Rulers - scissors - paste - cardboard

Special considerations (e.g.: IEPs, TAG, ESL issues, students who leave early, other/needed resources)

A: will practice his # from 0-10.
He'll learn to use a ruler to measure length.
Remind him to begin with 0.
He'll practice his social skills.

The students will have roles so they can practice the social skills they need to work on.

MATERIAL-HANDLER:
S. and A. will take care of their groups stuff.

TASK-MASTER
V. ; L will get everyone started ; keep the group on task so they'll finish in time.

ENCOURGER
A ; I will encourage others ; work on their interpersonal skills.

CLARIFIER
K ; H will make sure everyone understands.
K. is working on her patience toward others ; H is shy and needs to take the initiative.

This project should give students opportunities to illustrate ; be accurate.

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Figure 7: Example of the Lesson Plan

Achieving Balance with Mixed-Ability Learning Groups

WHY STUDENT DIVERSITY CHALLENGES TEACHING

Traditionally teachers organized their students for learning based on the assumption of homogeneity: students who share the same or very similar learning characteristics or abilities learn best when grouped together. Most teachers learned to organize their teaching according to this kind of ability grouping. Such a strategy permitted teachers to tailor instruction to student ability while avoiding the demands of fully individualized, or even individually adapted, teaching. Ability grouping still may be a reasonable choice on some learning occasions.

More and more though, teachers are finding that their students are simply too different for this traditional grouping and teaching strategy. Dramatic variations in ability, learning rates, and learning styles among today's students force teachers to rethink their teaching.

In the end, homogeneous grouping can end up actually enforcing and reinforcing segregation and exclusion of students that don't seem to readily fit in for one reason or another. In today's classrooms there seem to be more and more of these "hard to fit" students. When homogeneous group teaching is the *only* strategy used, a few students will excel, more naive learners might fall behind, and those with more significant disabilities might well end up barred from meaningful learning.

WELL, THEN HOW CAN I AVOID THE PITFALLS OF HOMOGENEOUS GROUP TEACHING?

First, realize that sometimes your teaching agenda, and students' learning agendas, will best be met by grouping similar learners. Teaching rarely is as simple as "either/or." Here we will provide you with some guidelines and examples for teaching mixed ability groups and encourage you to always group students **both** homogeneously **and** heterogeneously.

HOW DO I TEACH THESE MIXED ABILITY GROUPS?

Teaching mixed ability groups requires that you take a little more time to thoughtfully organize and plan for the groups' activities, at least at first. Let's start with three examples:

> Today's grade 6 science experiment involves identifying bases and acids using litmus paper. Each learning group has a list of 10 liquids to identify but has only 2 liquids to work with initially. Identifying all 10 means that all the groups must share their information.
>
> Students are grouped into teams of three and assigned to individual work stations. Each of the students in the group has a role. In one group Charlie is the scribe, Rachel dips the litmus paper into the liquids and Jose, who has significant disabilities, fills the pre-measured beakers with the liquids. He also matches the litmus paper to examples on a science chart and Rachel records the result. Jose then travels from group to group in his motorized wheelchair to get the names of the other 8 liquids for Charlie and Rachel. Once all 10 are named, the three share clean-up responsibilities.

> Mr. Hansen's 5th grade class is responsible for the school-wide recycling of paper. Each week a team is selected (on a rotating basis) to visit the classrooms, empty each recycling box into a large cart, sorting the contents of the collection and depositing them into the schools large recycling containers for a monthly pick-up. David is responsible for scheduling tasks within the group. He designates Karen as Randy's partner. Randy is working on sequenced independent tasks. Karen makes an agenda for them to follow. Anita, who is working on her English skills, is appointed to manage the equipment, while Ben will join the sorting.

> Students in Mrs. Smith's mixed-age second-third classroom are studying different habitats. Their group projects involve constructing a diorama of the habitat. The 26 students are arranged at tables in cooperative groups of 5 or 6. At one table, Clark (who is working on grasp-hold-release) picks up a container of clay and passes it to Shawn who opens it, removing the contents which he divides into 5 portions. Teresa opens a resource book which she has just found in the library. She begins to read to the group, showing pictures of the different animals in a jungle habitat. Anne uses her augmentative communication device to choose "monkey" as the animal she will be working on.

Each of these examples involves different kinds of students doing different things. Yet successful learning in each case depends upon a common set of strategies. We have organized these common strategies into a set of "essential rules" and "helpful hints" described in this section.

FIRST, ORGANIZE!!

Remember, diversity is a strength not a problem, if you just see it as an opportunity for creative teaching and learning. Every student has something to offer and gain.

The key to this teaching and learning begins with thoughtful selection of members for each group. Letting students choose their group mates is sometimes a good idea but it does not guarantee heterogeneity. Teacher-selected groups, at least most of the time, will give students an opportunity to work with and appreciate students different from themselves. In an article about cooperative learning, Johnson and Johnson (1989) suggest a good compromise between having students organize their own groups and teachers doing all the choosing. Each student identifies classmates they would most like to work with so teachers can organize groups with these preferences in mind. Still, organizing groups is complicated because there are so many potential differences to consider. Our first essential rule and its accompanying hints simplifies this issue:

RULE #1: MAXIMIZE VARIATION ACROSS STUDENT CHARACTERISTICS ALONG THREE GENERAL DIMENSIONS:

1. BEHAVIORAL ABILITIES
2. COMMUNICATION ABILITIES
3. PERFORMANCE ABILITIES.

The most critical idea here is balance — group students who are different from each other, then balance their differences. Consider differences like gender, age, cultural background, learning status, individual learning preferences and personalities as well as physical and intellectual abilities. Try to balance student abilities to communicate about the learning task and context, to do whatever the activity requires, and cooperate with each other throughout the learning activity.

By *BEHAVIORAL ABILITIES* we mean things like sitting and staying with the group, contributing to the organization and management of the group's work, paying attention to others as they participate, asking for help when it is needed, and interacting with all the others in the group about what is going on.

By *COMMUNICATION ABILITIES* we include not just being able to talk, but being able to express yourself in any way, including some that might be a little unusual. For example, some students might use nonverbal ways of communicating their ideas like sign language or pointing to pictures, or using electronic communicators of various types. Communication abilities also refer to students' abilities to organize and present their thoughts effectively for others as well as their ability to listen and understand other group members' ideas and perspectives, however they might be communicated

By *PERFORMANCE ABILITIES* we are referring to the varying degrees of depth and mastery students bring to any learning situation. Some students may already be quite familiar with the content and tasks, using the particular lesson to refresh and maintain their ability and information or to expand upon a strength. Other students who are equally familiar with the content and tasks of the lesson might use the opportunity to expand and deepen their mastery by exploring related ideas, helping other students learn, or serving as a leader of the group's efforts. Other students may be just learning some of the basic concepts and skills, often requiring more teaching support and assistance during these early stages of learning acquisition. Still other students may be somewhat familiar with the content and tasks, but need more practice with the ideas to become really fluent with their use.

There may also be students participating in the activity to learn only some of the content and skills. Generally speaking, try to organize your mixed ability groups so that each student's strengths and weaknesses balance those of the others in the group. Let us illustrate this first essential rule by describing some mixed ability groups before offering our three hints.

The Woodworking I class at Bogart High School has 22 students, all different. Some are really clever with their hands and find working with wood tools easy and rewarding. Other students are just trying to fill out their schedule with something that doesn't require too much homework. A few want to acquire some basic household skills that might save them time and money. Some of the students are Hispanic or Vietnamese and struggle with unfamiliar English words and grammar. One student, Tom, has some physical and cognitive disabilities that make it difficult for him to use his hands easily, get around, or communicate quickly. He points to words and pictures on a board to communicate his basic ideas, preferences, and requests, but there are quite a few things that he simply doesn't completely understand.

Occasionally the teacher talks to the whole group about a new project or how to do some procedures or use some new tool. Most of the time, however, students work either on their own or in small groups of three or four on individual projects. Usually everyone is making the same project, but some students' efforts are more elaborate, while others are more basic. When students are supposed to work alone, one of the students volunteers to help Tom. Most of the time, however, Tom works alongside Juan and Rob. Juan has trouble speaking English and often struggles to read the project instructions and work with the necessary measurements; but he loves the feel of wood and seems to have a natural ability to work with tools. He enjoys helping Tom, often quickly smoothing out the result of Tom's less skillful attempts. Rob also appreciates Juan's natural skill, trading his own fluency with academics for Juan's near artistry with wood. Tom often becomes the group's assistant — getting out materials, making sure that everything is handy, passing the next item to Juan, and generally helping to keep the group working consistently and quickly.

One of the grade three teachers at Ridgeview Elementary, Ms. Patrick, is using a variety of activity-based curriculum approaches, including Whole Language and Writers' Workshop. The class also includes several students who are officially considered disabled. The three third grade classrooms have one full time and one part time classroom assistant that they share. Ms. Patrick always tries to schedule one of these assistants during the Writers Workshop lessons since there are so many different activities going on at once. The 24 students are organized into groups of four, each carefully organized by Ms. Patrick to balance students' strengths and weaknesses. This week each student will write, illustrate, and bind a book about their plans for the upcoming Spring holiday. Ralph, who uses a wheelchair, is grouped with two eager writers, Bonnie and Charlie. Sam, also a member of the group, doesn't like to write and has trouble expressing his ideas in (cont.) sentences, but he is a fine artist. He will work with Ralph who doesn't read or write, but does like to create stories and select pictures to illustrate them. Bonnie and Charlie help Sam and Ralph to make sure their stories are well-edited, and Sam expands Ralph's illustrations from various magazines into original artwork. Each finished book tells each student's own story as well as the story of the group's collaboration.

Another group includes Ricky, a student who reads a little and likes to use computers, but who has a hard time working on one thing for more than a few minutes and can easily get upset and disruptive. Ms. Patrick has grouped Ricky with another enthusiastic student as well as two other students who are slower paced and more unflappable. In fact, whenever Ricky starts to get upset, they usually either ignore him or ask him to help them use the computer so they can type their own stories. Even so, Ms. Patrick tries to get to Ricky's group more often than Ralph's to make sure that Ricky is learning and not just staying calm.

HINT #1: Balance your teaching attention across the day and week.

You used to try to create groups of similar enough learners so that you could teach all of them at once. Each student, you assumed, was getting an "equal" amount of your teaching attention. If someone in the group was different enough to need some other kind of teaching assistance, others in the group had to wait, or the student had to wait until you had finished with the rest of the group. This sequential approach — trying to give everyone a fair share of you during each lesson — often resulted in quite a few members of the group having "down" time when they were not learning anything at all.

Groups of diverse learners, balanced to complement different performance, communication, and behavioral abilities means that some students in *any* group actually *need* less of your teaching attention for that lesson. Students who are practicing or maintaining previously acquired information and skills need less direct teaching than those who are working on mastering basic concepts and skills. From a teacher's point of view, diverse groups of learners always include some that need less teacher attention, and some that require more. "Low intensity learners" in one group, however, might be higher intensity learners in another group.

Instead of trying to balance your teaching attention evenly within each lesson, mixed ability groups allow you to balance your teaching attention for any particular student across the day and week. When they are not receiving your focused teaching attention, they might be learning from a peer, teaching a peer, practicing already learned skills, or exploring the topic more in depth by leading the group's activity.

Questions to ask yourself about how well you balance your attention across students:

1. Do I want to spend time paying some focused attention to every student across all curricular areas each week?
2. Could I describe at least every two weeks just how well any student is learning in all key areas?
3. Do those students I find "challenging" have some learning experiences each day they find very positive and successful?
4. Do those students I find quick and easy learners have some learning experiences each day they find challenging and rewarding?
5. Do all my students have the opportunity to learn from other adults, peers and students in this school and can I describe these opportunities?

HINT #2: Balance students' roles within the group.

In addition to maximizing the diversity of students' learning, behavioral, and communication abilities, it is helpful to organize groups in which students serve different roles. Try to organize groups so that the efforts of each members are perceived as needed by the group. Arrange for students who are less able, or perhaps who are less well liked because of various annoying habits and behaviors, to have some expertise that the group needs in order to accomplish its task. For example, you can arrange for students who might have significant disabilities to have essential materials or information, or to distribute or collect needed materials.

Mix enthusiastic with more suspicious learners. Make sure that every group has at least one student who can serve as a model of cooperation and consideration for others. Conversely, make sure that no group has more than one student who requires a lot of behavioral support and guidance. Similarly, try not to group several students with assertive personalities to avoid the pitfall of a group with several leaders and no followers! Grouping too many quiet, passive students may result in too little leadership, leaving another group rudderless and drifting. If the activity demands different kinds of abilities at different points, like good writers *and* good artists for writing and illustrating books created as part of Writers' Workshop, try to organize groups where different students can contribute their special competence to the rest of the group while also benefiting from others' unique abilities.

Try to make sure that groups including students who require more physical assistance include at least one other student who enjoys helping. Groups that include students who use lots of special "devices" whether to communicate, write, or sit properly, should also include other students who are fascinated enough by these special tools to wait while students use them instead of speaking or moving for them.

Questions to ask yourself about balance in student roles:

1. Is there a good mix of leaders and followers?
2. Is there someone who will serve as a good model for cooperation, interest, and behavior?
3. Are there group members with special talent for some of the important parts of this activity?
4. Is there someone to support or assist others who need it?
5. Is there a good mix of working pace among the students so that the group works neither too fast nor too slow for any one student?

HINT #3: Balance teaching formats, locations and materials.

Working with mixed ability groups offers many more opportunities for creativity in your teaching. You might begin using different locations for learning: other parts of the school, the community, businesses and community services, other teachers' classrooms, and so on. Teaching formats and materials offer almost as much range from group investigations using photo albums and memorabilia brought from home to computer and video technology.

It is important to remember, however, that you should also balance your choices of teaching formats, locations and materials for any particular group session. Try to make sure that your choices are compatible. Making students run back and forth from the classroom to the library several times within a single session might waste teaching time. Having some students in a group engaged in a problem-solving discussion while others in the same group are trying to work individually in preparation for compiling their efforts may be distracting and unwieldy, slowing everyone's learning. Working with modeling clay and paints when other members in the group are trying to carefully write final copy for their books may create more mistakes than necessary.

You can probably think of a lot more examples. The balance point here is to try to make sure that even when students have different roles in a group, are working on mastering the tasks in different ways, and perhaps even working on very different learning objectives that there is still some commonality in the learning formats, materials, and locations that the group is using.

RULE #1 In Sum

The first essential rule for teaching diverse groups of learners is to maximize, not minimize their diversity. Making diversity a strength instead of a problem offers many more opportunities for planning creative and effective teaching — the focus of essential rule number two.

THEN, PLAN!!

Organizing well-balanced and diverse groups of learners is only the first step in really effective mixed-ability group teaching. You also have to plan carefully how students will use the group time to learn well and efficiently. Fortunately, the days of individual worksheets and reports, group drill, and recitation of memorized facts are gradually disappearing. Teaching and learning look and sound different in classrooms that are using cooperative and transactional approaches to make sure every student not only learns things that make sense to them, but are able to use that learning in the lives they pursue outside of school.

REINVENTING TEACHING AND LEARNING

Two important things seem to characterize these emerging approaches to teaching and learning.

MESSINESS. Lessons and classrooms look and sound messier. Students are talking and doing things together in groups of all different sizes. Desks, chairs and materials are organized to aide the students' work, not the cleaning of floors, and things seem to move around in the course of the day, or even a single lesson. The effect is productive disorder. People seem to move around more and change their minds about what to do next as learning takes new and unexpected turns. Teachers are everywhere, not just at the front of the room. Sometimes you can't even tell if there *is* a front of the room.

SHARED RESPONSIBILITY. Second, students take more responsibility; not just for deciding what to learn, but how it is learned as well. Teachers negotiate with students, both individually and in groups, about the work they are doing, the quality that must be achieved, and the time frames within which work is completed. Students take on responsibility not just for their own learning, but for that of classmates as well. One important aspect of cooperative learning is that students must share responsibility for each others' learning, nurturing each others' strengths and accommodating their weaknesses. Teaching and learning are increasingly alive, sometimes unpredictable, and almost always more fun for everybody. Students sometimes learn different things, but still things that matter to them. At the same time they are acquiring habits of caring, imagining, thinking, understanding, empathizing, being humble and enjoying their learning work. In short, they become responsible members of the social group.

Despite its messiness, teaching and learning that achieves both competence and social responsibility works best when carefully planned. Rule #2 summarizes the focus of this planning.

RULE #2: MAXIMIZE POSITIVE INTERDEPENDENCE.

Good planning results in positive interdependence when students develop relationships with each other, learn to depend upon and respect each other, and figure out how to negotiate and resolve differences that arise. Interdependence is about cooperation, community and consensus. Your planning can aide or hinder achievement of this kind of cohesive working climate. Plan the lesson so that all members of the group are perceived by each other as needed. Arrange for students who are less able, or perhaps who are less well liked because of various annoying behaviors, to have some expertise that the group needs in order to accomplish its task. Think about the different kinds of learning offered by the way grade three students at Cagney Elementary produced the school newsletter last year and this year.

> Last year the three fifth grade classrooms rotated responsibility for newsletter production. Newsletters always went home with students on Fridays, so on Thursdays, the fifth grade students would come, sometimes alone, sometimes in pairs at different times during the day. Each student would xerox enough copies for one classroom, collate, staple, label with the classroom teacher's name, and place on the cart for later distribution. In this way, most of the students in each class got to help with the newsletter on the week of their turn. Students' favorite part of the task was delivering the newsletters on Friday mornings. The teachers usually saved this task for those students who had been best behaved or completed the best work during the weeks since their last turn, although each teacher had different ways of making the final choices. Usually 2 or 3 students would win the opportunity to push the cart to each classroom, delivering the appropriate bundle.
>
> This year the three fifth grade teachers are trying to make the task a more cooperative learning activity for all the students. Six production and two delivery groups are organized each week. The groups are organized from among all the students in the three classrooms according to the teachers' assessment of each students' learning status with regard to all the different tasks involved. They have identified the obvious tasks of xeroxing, collating, stapling, bundling, and delivering; as well as some additional tasks like group manager, equipment manager, and quality control manager. For some groups the teachers assign students to different roles. In others, the group must decide how

> the roles are shared so that they can complete the newsletters for 2 of the 12 Cagney Elementary classrooms. In this way they are able to tailor the learning in different groups. Peter, for example, can sometimes be bossy and impatient with his classmates. The teachers often put him in charge of checking the work of the group that includes Fred who needs some supportive devices to help him accurately collate the pages because of his physical disabilities. Peter becomes not just the quality control manager, but also Peter's support person. In this way, he learns how to be patient while helping others correct mistakes. He also learns more completely about others' performance abilities.

We have three hints for helping you plan teaching and learning that fosters this kind of positive interdependence.

HINT #1: Plan teaching content that is related and that everyone in the group values.

It should be increasingly clear that one of the best advantages to mixed ability group teaching and learning is that all the students in the group do not have to be learning the same things at the same time:

> Fred is learning to improve his fine motor control in the context of doing the collating part of the newsletter production tasks. Alma is also collating and stapling both her newsletters and Fred's as well. Fred's collated papers waiting to be stapled, encourage Alma to work just a little faster than her usually too slow pace. Peter is learning some social lessons about humility, tact, and communication as he gently tries to make sure that Fred gets the pages really even and Alma doesn't staple the wrong side. At the same time, Peter really likes to be "in charge" in this way and wants others to appreciate his leadership. Max is fascinated by machines and long ago mastered the xerox machines at Cagney. He works so fast that he will finish the xeroxing long before Fred and Alma finish the collating and stapling. When he does finish he will help Peter label the groups of newsletters by writing the teachers' name on a card slipped under the rubber band. His writing is as rushed as his xeroxing is quick, giving Peter one more quality control task to check and correct when legibility is questionable.

In this example all the students are working on slightly different learning objectives, each related to newsletter production, but also uniquely planned to be understood and valued by each student. Some students are learning discrete parts of the task at hand like fine motor control or collating. Others are learning at a different level of mastery and depth about the coordination of groups to complete tasks to a high standard of quality.

Questions to ask yourself about planning related and valued teaching content:

1. Are individual student's learning tasks related or complementary?
2. Do students' individual learning tasks take compatible amounts of time to complete, both in general and with regard to the student's work pace?
3. Is the place available for the lesson a reasonably natural setting given the activity and tasks?
4. Are the materials and logistics for using them related and compatible?

HINT #2: Balance student and teacher interactions within the lesson by "scripting" the flow so that what one student does is a reminder for another student to do something.

Each member of a group you are teaching can take some planning. Some will need your brief encouragement, others your quick feedback and correction, others your praise. Even though your teaching attention may be focused on one or two members of each group, your praise, encouragement, support and feedback to others ensures everyone's active participation.

Keep in mind as well that more cooperative group learning also allows some of this balance to be achieved by students' interactions with each other as well as with you. When your attention is focused on the students targeted by you for more intense teaching, other members of the group can provide praise, encouragement, support and feedback to each other, achieving everyone's active participation and more time for you to focus your efforts. Assigning cooperative group roles is one technique that some teachers find naturally encourages this kind of balance between student and teacher interactions for all members of the group. It can also teach students to work with all group members and to learn about themselves as they learn about other students. One way to teach collaborative skills to a student who has trouble listening or who sometimes disrupts the group is to have that student observe and collect data on other students' turn-taking. Another strategy would be to have the student assume the role of "encourager" with the assignment of praising others' listening and cooperation.

So, try to picture in your mind the sequence of events, how each student participates, how you interact with students and how they interact with each other.

Questions to ask yourself about balance in teacher/student and student/student interactions:

1. Does each student interact with all the other members of the group for a variety of reasons and at a variety of times during the lesson or activity?

2. Do you interact with every student in the groups you are focusing on even if in different ways?

3. Do you find a way to be "in touch with" even those groups you are not focusing upon sometime during the lesson or activity?

4. Are all the students in each group engaged for the entire lesson or activity or do some students experience "dead time"?

HINT #3: Arrange positioning, tasks and materials to encourage group cooperation and problem-solving.

This hint is related to the third hint we mentioned for rule one. If groups are organized so that teaching formats, locations and materials are balanced and compatible, then you are free to creatively plan the use of those materials and the sequence of tasks to directly foster interdependence among group members.

The first point is obvious, but important. Make sure students are physically close to each other. Facing each other across a table or sitting in a small close circle of chairs fosters more interaction and cooperation than when desks are spread out. Be creative about how students organize themselves for work. Sitting on the floor in a corner, huddling around one student's chair instead of separate desks, lying on the floor with heads together are all possible ways of being physically close enough to really work together.

How you choose to organize materials and tasks can also directly foster group cooperation and problem-solving. Making just one set of materials for each group forces them to share, just like creating a single group product forces students to collaborate and problem-solve. Sometimes different students have different parts of the set of needed materials or information resources requiring the group to figure out how to use each other to complete the task. Having each group test only two of the ten bases in the laboratory experiment we described earlier is one example. Organizing the newsletter production task so that each student's work was necessary to completion of the entire task is another example.

Questions to ask yourself about the arrangement of students, tasks, and materials:

1. Do students have everything they need easily at hand?

2. Does the group waste time moving about unnecessarily to complete tasks or get needed materials?

3. Do group members manage tasks and materials cooperatively and actively problem-solve difficulties or conflicts?

4. Do groups work efficiently and productively?

RULE #2 In Sum

Maximizing positive interdependence is about helping students build the relationships and shared experiences with each other that will result in a sense of community and shared learning. Membership in these communities of learning will support students outside and after schooling as they try to become participating, contributory members of the broader community.

FINALLY, TEACH!!

Once you have organized your groups to maximize diversity, organized tasks and materials so they are compatible, and planned the flow of the group lesson to maximize students' interdependence, it is time to teach! Of course, you will not be present in every group. Still, your careful planning will have targeted certain groups for your focused teaching attention while others receive your more intermittent, but equally important, support and feedback. Our third rule focuses on the point of all your organizing, planning, and movement among groups and offers three hints for achieving this point.

RULE #3: MAXIMIZE STUDENT LEARNING BY USING EFFECTIVE TEACHING STRATEGIES.

Like we said earlier, we assume that you are a good teacher. If you haven't refreshed your ideas about teaching and learning in awhile, we have included a list of resources in Appendix 2 that might help you renew your vision and practice. Pick one of the selections for a look. Even good teachers sometimes need some validation of their thinking about teaching and learning. We encourage you to take some time to confirm and expand your reflections about this most critical aspect of your work.

> *Remember that your role as a teacher is to watch what a student is doing, to figure out why they are doing it that way, and then to give them exactly the right kind and amount of information so that they can do what you are teaching them to do without you.*

Learning is not only about the right answer or doing something the right way. More than having right answers, learning for any student involves knowing what the learning means and how it fits in their experiences, both inside and outside of school. Students must be able to make sense of what is being taught if they are going to ever really use it.

We offer three hints to guide your ongoing reflection and improvement of your teaching.

HINT # 1: Support individual learning by giving giving help and feedback based on students' performance.

Two of the most important components of good teaching are giving students help and giving students feedback. Knowing how to help students first requires both you and the student to be clear about what you want them to do. Help also involves knowing just how much and what kind of assistance to give a student before a task so that they not only know what to do but are likely to do it well. The best kind of help you can give is help that allows students to discover for themselves the best way they can do the task well. Just telling students what to do, or one way to do something, is often not really helpful at all. Figuring out what kind of help to give a student requires moment-to-moment decisions. Sometimes you tell them what to notice that might give them clues about what to do, sometimes it is more helpful to point, nod, use a facial expression or other gesture. Other times it helps to show a student something, or even physically help them the first time they try a task.

Whatever combinations of help you end up providing, it is useful to remember that what you do is helpful to any particular student's learning if they end up performing well and know why they were successful. The focus of good teaching help is always on both what the student is doing and what the student is thinking.

If your teaching assistance is successful, most of your feedback will likely be praise. Good teaching involves noting and rewarding both individual and group achievements. Praising correct responses and bringing individual achievements to the attention of other group members is one aspect of positive and supportive feedback. You can also encourage students' support of each other. Often peer feedback is a more powerful way to motivate and achieve learning.

Sometimes, your feedback will need to be corrective in nature. Even well-designed help doesn't always eliminate student mistakes. Good corrective feedback focuses not so much on getting a student to stop doing something wrong as trying to help the student understand their mistakes so that they can avoid them in the future. Before you can give good corrective feedback you must first analyze students' mistakes so that you and they can better anticipate them in future situations. Different kinds of mistakes require different kinds of anticipatory help, so make sure that you accurately understand the kind of mistakes being made. The best kind of corrective feedback soon becomes teaching help offered before the student's next attempt.

Chris is having a hard time understanding the difference between the numbers 6 and 9. You realize that the relevant things Chris needs to pay attention to are the placement of the loops on those numbers; the number 6 has a loop on the bottom, while the loop on the number 9 is on the top. You highlight the placement of those relevant features by drawing the loops in slightly darker ink, or darkening the line just above or below the loop. You would not make one of the numbers bigger than the other because size is not the relevant feature he needs to pay attention to. You then point out those relevant features by showing them to Chris saying, "The number 6 has a loop on the bottom. The number 9 has a loop on the top. Where is the loop on number 9? Right. It's on the top. "When Chris responds correctly you enthusiastically pat him on the back and tell him what a good job he did.

Anne's job in the school office is to put memos and messages into the teachers' boxes. One of the patterns of mistakes she makes is that she can't seem to pick up just one piece of paper from the stack. You see that this is a manipulation error and know that there are two things you can do: change the demands of the task, or add an adaptive device that helps Anne do the job. You choose the latter, and buy her a rubber finger that will help her pick up just one piece of paper at a time. Sure enough, it works!

Providing this kind of individual help and feedback is critical, but unless the groups have been organized to be maximally diverse and you have been teaching students to support each others' learning, it can be challenging to manage. Consider another example.

All 24 in Leah Mason's class are organized into mixed ability groups of five students. She and the students change these groups every few weeks, but she keeps careful track of students' preferences for working with each other to make sure that groups stay "mixed-up." Leah has just started a unit on history by having students read some old accounts of life in their country. The assignment is for each student to make up a story about themselves and their family as if they were living in the past.

One of the groups includes Stefan, who has a good deal of difficulty writing and spelling, but is a master storyteller. Jevon often takes the role of helping Stefan when he has difficulty, but today is troubled by not having any good storyideas for his own story. Linda and Shawna decide to make up stories about their families traveling to visit distant elatives by horse and wagon. Nancy is a little bored by the whole task and raises her hand to ask Leah for ideas.

As Leah approaches the table, Stefan is telling a gripping story about a hunter stalking his prey when he comes upon small mountain trolls and fairies that try to trick him into a cave. Jevon is completely distracted by Stefan's account and begins asking questions. Leah quickly takes in the scene and suggests that Jevon and Nancy take notes on the main points of Stefan's story on story map outlines and then take turns telling stories that the others record.

After Stefan's example, Jevon gets inspired as a storyteller and creates a story about the children in his family building a fort along the river near their farm. By the time these two stories have been told, Nancy finally gets an idea and tells her story for recording by the other two.

Once the group completed three basic story maps, each student filled in the points with narrative, checking with each other about things the main point recorders left out. Jevon helps Stefan make sure that all the points of his story are included, correcting his spelling, and suggesting wording when Stefan needs help. Linda offers to read Jevon's draft and finds a couple of points he forgot to include. Meanwhile Linda and Shawna have helped each other complete two family travelogues.

Questions to ask yourself about students' individual learning experiences:

1. Do students receive help from each other as well as from you?

2. Does any individual student seem to be acquiring new skills and information unusually slowly, perhaps because s/he is getting too much of the wrong kind of help?

3. Are any of the students beginning to depend upon some kind of help before they even try some parts of some tasks?

4. Do all the students receive whatever help they need to "get it mostly right" in ways that are not very noticeable or intrusive to the group?

5. What kinds of mistakes are students making and why?

6. What can be different about student feed- back or help that will minimize students' mistakes?

7. Do students feel supported and rewarded when they perform well?

HINT #2 Keep the group focused and together by clarifying expectations and "checking in" on their behavior.

Even though you may only be targeting one or two groups (or even no groups!) for your focused teaching attention, as orchestrator of the groups' activities, you must make sure that groups stay on task, work on the task at hand, and finish within established timelines. Group work is messier and noisier, but it still must occur within the reasonable parameters of *productive* noise and disorder.

Many students in schools right now need to *systematically* learn how to be good group members. Much of their schooling may have previously emphasized largely independent work. Learning to wait for a turn, not interrupt others, share materials and ideas, stay with the group, ask for help, support other group members' learning, pay attention when a classmate needs more time to work out their part of the activity, and all the other kinds of group engagement skills so much a part of effective group learning may be new and unfamiliar. Some teachers find that it can take weeks or even months for a class of students to learn how to work well in groups. Two strategies that help this process are: (1) making sure you lead group openings and closures, and (2) checking on behavior.

OPENINGS AND CLOSURES. Most teachers set group tasks by explaining things to the whole group or groups. Try to make sure that these openings also include a review of group work rules. Some teachers even use the first activities of groups to create the rules that will be needed for truly effective groups of learners! Even though students within a group might be learning quite different things, this review of common group process can remind students about the cohesive and collaborative nature of effective learning groups.

Similarly, it is always wise to end groups together. Some teachers routinely have group reports to accomplish closure. Often the content of these reports is the groups' tasks, but it could just as often include reports on some aspects of group management, like how the group felt everyone contributed, or which members seemed to be especially deserving of praise for their work.

BEHAVIOR CHECKING. Having reminded students of your rules for effective collaboration, you can then manage the ongoing work of the groups by "checking in" on students' behavior and using good examples to "check" the less desireable performance of others. Most teachers are masterful users of behavior checks. The piercing look to the student who is starting to talk to a classmate instead of listen to the student reading his theme is an example. Another strategy is the praising of one student's behavior as a "check" on his neighbor's quite dissimilar behavior.

These strategies for coaxing good behavior from students are just as effective in small learning groups as when working with a whole class. If you have reviewed working rules as part of your opening then they can become the substance of your ongoing behavior checks.

Questions to ask yourself about how groups are functioning as groups:

1. Are all the groups working productively and efficiently?

2. Are students helping each other instead of waiting for you?

3. Are students figuring out how to enrich and expand their learning without your guidance at least some of the time?

4. Do students' work outcomes and products sometimes surprise you?

5. Do students figure out how to incorporate even those students who are less motivated, have some learning limitations, or who pose other challenges to the group's work and climate without your help?

6. Do students make suggestions for further learning experiences and tasks uninvited?

HINT #3: Collect student performance information that helps you make decisions about what to change.

If students learn what you are are attempting to teach them, then they go on to learn more things. If they do not, you must change your plan for their learning. Successful teaching and learning don't happen for all students unless teachers have all the information they need about each student.

We have found that many teachers struggle with how much and what kind of student performance data to collect.

There are two important points to remember about collecting student performance information. First, collect only that information that you need to make the changes in students' learning experiences that assure effective and timely progress. Second, be as creative as possible about how you collect the information. The next section explores issues and ideas for ongoing recording and reporting of student performance information for everyone in your class, but with a special focus on students who currently require IEPs.

Questions to ask yourself about collecting student performance information and changing your teaching:

1. What information do I need to convince me that each student is learning?

2. Can I get this information in some simple non-intrusive way?

3. Can the students themselves collect this information for me?

4. Am I reviewing information about student learning daily? Weekly? Often enough so that students' learning is not slowing down and they are not practicing mistakes or learning misrules?

5. Am I making changes in my teaching and in students' learning experiences that give better student performance results?

RULE #3 In Sum

As important and valuable as mixed-ability group teaching can be, its success must be measured in terms of growth in individual student competence. Good teaching of individual students and same-ability groups is the standard of teaching that works best for mixed-ability groups as well.

6

CPL

Ongoing Recording & Reporting

We've chosen to emphasize collecting student performance information to help you make curriculum and teaching decisions (our Rule 3 for teaching mixed-ability groups). Of course, there are other reasons for collecting this information. We've emphasized curriculum and teaching decisions, though, because all too often these areas are overshadowed by others, especially external demands for program accountability.

This section begins with a framework for thinking about student assessment **OF** learning and offers a planning guide to help you organize a classroom-based system that, first and foremost, meets **your** needs for information. The last part of this section describes a strategy for more in-depth recording of information for those few students who might require a level of detail for at least some parts of their learning, that other students don't require. We have developed this strategy to meet the requirements of the IEP, though in a somewhat novel way.

Getting a Grip on Student Assessment

Figuring out what students know and can do is a topic of great complexity and controversy. When our schools focused primarily on teaching facts and skills, figuring out what students knew was a bit more straightforward. We are all familiar with the ever present achievement test — a reasonably efficient and inexpensive way of finding out what large numbers of students remember (at least for the moment). As our focus has shifted from content-focused instruction to a growing interest in how children and youth use their knowledge in their lives, the usefulness of the traditional achievement test has diminished. Educators now discuss and debate ways to assess student performance in novel situations. We are interested in finding out what students know and can do with what we have taught them rather than how they answer standardized test questions that may have little relevance to what they have learned.

Finally, educators are interested in students acquiring a better understanding of their own learning so that they might continue to pursue education long after formal schooling ends.

All of the discussions about assessment, testing, achievement, standards and effective schools together represent a large literature. Teachers are experimenting with scoring guides, portfolios, curriculum-based measurement systems, goal setting, and more in an effort to develop increasingly "authentic" approaches to figuring out and communicating what their students know and can do as a result of schooling. But while we are getting more and more confident that we can design curriculum and learning activities that incorporate a wide range of student diversity, we are much less clear about how these various innovations for documenting student learning and performance can be used with all of our students. We've included a couple of sources for additional information in Appendix 2. If you would like to investigate some of this literature further, we certainly encourage you to do that.

On this page and the next, we offer the framework for a complete system to document student learning.

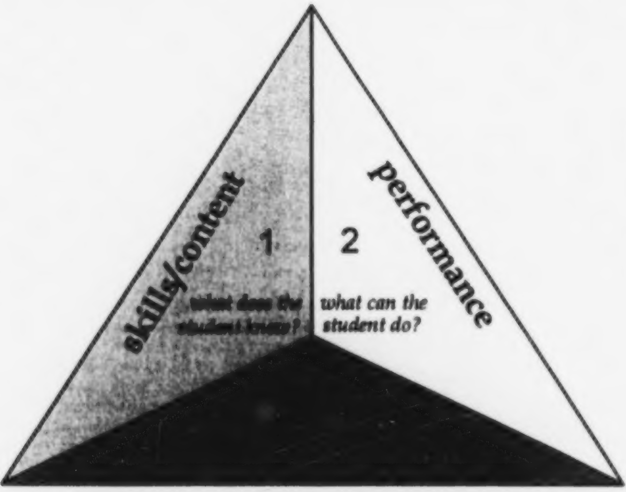
THREE DIMENSIONS

We believe that classroom-based, individually-tailored student assessment systems must help you collect three kinds of information on every student. We might call these kinds of information "assessment OF student learning."

DIMENSION 1 is the most traditional and familiar. You need to know what your students *know* in terms of skills and facts.

DIMENSION 2 requires you to figure out how each student uses those skills and facts in real situations both inside and outside of school.

DIMENSION 3 is really the link between one and two. The process of helping students use their learning in their own lives requires that they develop a measure of self-understanding about how they learn well, what they need to help them learn well, and what to do when learning seems hard or confusing

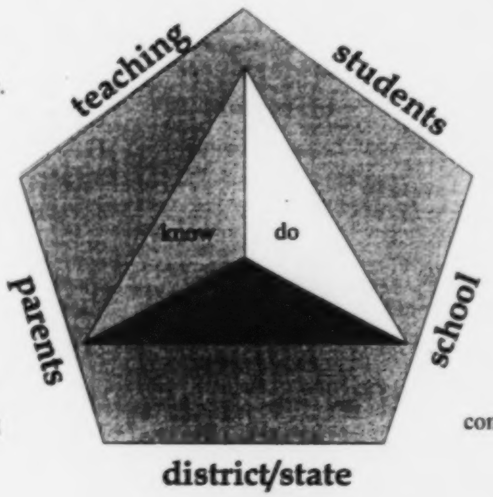


FIVE USERS

These three kinds of information OF student learning are used in five different ways by various school stakeholders. These interested parties include: the teacher, the student, the student's parents, the school, the district, the state education agency and the legislature. In many cases, it is the district/state/ legislature which ask for systematically generated and summarized information about the learning of all students.
The tricky part for teachers is that each of these stakeholders needs slightly different information about student learning to meet their purposes. Your challenge is to develop a system for your own classroom or teacher team that collects information about what students know, do and understand in ways that can also meet the needs of all five users.

Teaching
student supports
learning styles, etc.
error patterns

Students
expectations
accomplishments
strategies


teaching
students
know
do
parents
school
district/state

Parents
growth in general
growth in particular
attitudes about learning

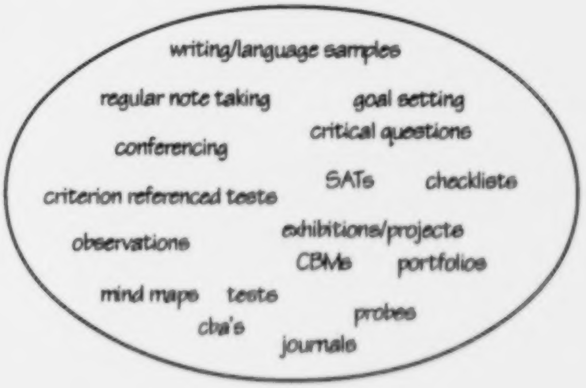
School
coherence across age
coherence within age
common elements across classrooms

District/StateSummaries of:
skills/content
performance
student and parent satisfactions

HOW DO WE GET THESE THREE KINDS OF INFORMATION?

We'll have some suggestions in a minute, but first it might help to review the different kinds of student assessment strategies that have become common practice. Teachers are experimenting with lots of new strategies and a few old ones. What makes it confusing is that different teachers, school districts, and states, often mean different things by the same words they use.

A good first step for you and your colleagues is to review the definitions we've provided on the next page and agree on how you understand each of these assessment strategies. Our definitions can be elaborated to reflect your collective meaning and use. The point is to develop a *common language* with your colleagues.


writing/language samples
regular note taking
goal setting
critical questions
conferencing
criterion referenced tests
SATs
checklists
exhibitions/projects
observations
CBMs
portfolios
mind maps
tests
probes
cba's
journals

STUDENT ASSESSMENT DEFINITIONS

OBSERVATIONS have to do with looking and noticing things (i.e., doing assessment by generating information) for later evaluation and use. Observations can be formal or informal. They are informal if what you notice draws your attention. They are formal if your attention is directed to notice certain things by an observation guide or form. Observations can be documented or undocumented depending on whether anything is written down.

REGULAR NOTE-TAKING, or completion of an observation form are the most common ways of documenting observations. Both these strategies are the most flexible and generic assessment strategies since the content, frequency, and level of depth can vary considerably depending on the need.

EXHIBITIONS/PROJECTS can be written, presented, or both. They are extended exercises that ask students to generate (or elaborate) problems, come up with solutions, and then demonstrate their findings or results. They are designed to allow a student to use the knowledge content and skills they have acquired by applying them to real situations in an integrated way. Exhibitions and Projects also typically require the student to self-assess the essentials of the performance/product according to previously agreed-upon expectations or standards.

SCORING GUIDES OR "RUBRICS" are common strategies for setting performance expectations for exhibitions and projects. Some scoring guides are created together by teachers and groups of students. Some are agreed upon between an individual student and the teacher. Still others are established by educators at various levels, from school-based teams, to district developers of learning expectations, to state or federal guidelines. Scoring guides can anchor each score, only endpoint scores, or endpoint and middle scores with precise descriptions or definitions.

CRITERION-REFERENCED TESTS evaluate a person's skills in terms of a predetermined level of mastery in an objective way. They can either describe complete activities or component skills of academic, functional, or physical tasks and frequently are published as a sequenced list.

PORTFOLIOS are long term records of a student's performances. They can include: (1) permanent products of various sorts, (2) student self-assessments of their performances, (3) others' assessments of the student's performances (e.g., the teacher, peers, external scoring panels), or (4) all of the above. Portfolio contents can vary over time. Students can include and remove items at various points in time, or summarize a set of performances into a single poster or page. Portfolio items can reflect only exemplary performances or they can reflect comparisons between performances at different points in time to illustrate change.

WRITING/ LANGUAGE SAMPLE refers to a strategy of collecting examples of student writing and/or language that are then analyzed for relevant components, skills, or other parameters. Thus, language samples can be analyzed for vocabulary, grammar and syntax as well as length of utterance — all measures of language skill acquisition. Similarly, writing samples can be analyzed for content, organization, structure, and voice and scored according to developmental or other criterion-referenced expectations or standards.

CONFERENCING is, of course, a generic strategy. In this context, however, there are two specific ways it can be used. The first is individual student/teacher conferences which can assist and facilitate student self-reflection. Teachers might share other assessment information during conferences, assist students to evaluate/judge the available assessment information and plan new teaching targets to aspire toward. The second are student-led parent/teacher conferences which serve as a performance context for students to demonstrate what they know and understand about their own learning.

cba (curriculum-based assessment) is a conceptual approach to assessment OF student learning, but NOT a separate strategy. The approach can, however, be applied using several other classroom-based strategies for documenting student accomplishments in the acquisition of skills and content knowledge. The basic logic in cba is to check (by testing, questioning, or probing) to see if students are actually learning what you are teaching.

"PROBES" is used in this context as both a verb and a noun. The verb refers to intermittently checking on students' mastery of knowledge content and skills. The frequency can vary from daily to weekly, monthly, or quarterly in most situations, though it may vary across students or content areas. That is, for some students, weekly probes, monthly or even quarterly probing generates adequate information. The noun usually refers to the content and format of the quick check. Probes can be developed for various content areas (reading, math, spelling) and be either written or oral.

CRITICAL QUESTIONS are a quick check strategy. Either verbally or in brief written formats, teachers ask questions about the key ideas they are teaching. Critical questions generate immediate information about students' mastery of these key ideas, permitting quick adjustments in both group and individual teaching plans. Some teachers use critical questioning very frequently as a central part of their ongoing teaching. Others use critical questioning more infrequently so they function more as probes.

TESTS are certainly the most familiar and long used strategy for checking to see if students are getting what you are teaching. They also take many forms, from essay to short answer to the ever popular multiple choice. True/False is probably fading in popularity. Tests typically focus on skills and content facts. It is possible to create application questions, but these are somewhat less typical. Tests can be "take home", timed, or time-limited. They are often scored by the teacher, but sometimes by the test-taker or by a peer. They are usually criterion-referenced (i.e., there is some arbitrary criterion set for determining testing success).

CHECKLISTS are agreed upon lists of skills. Usually, such lists are created from either a developmental or grade/age level perspective, or some combination. Typically, checklists are meant to be completed by teachers over a short span of time. Checklists usually involve some focused observation (noticing and checking off if the student demonstrates the skill) or some constructed activities where the student can demonstrate the skill.

CBMs are prepackaged tests (used to test set chunks of content) or probes (used intermittently on teachers' own schedules) to check students' mastery of a published curriculum that a teacher is using as prescribed. These tests/probes follow the essential cba logic of actually assessing students about what they are being taught, if, and only if, teachers are using the matching curriculum upon which the tests/probes are based, pretty much as they were designed. CBMs can also be based on developmental skills lists that are embedded within a particular curriculum.

SATs (Stanford Achievement Tests) are an example of standardized, norm and criterion-referenced tests which sample single or multiple skills. The SAT is for grades 1-12, but commonly administered at grade intervals of 3, 5, 8, and 10, usually in the same week throughout a district.

MIND MAPS are a nonlinear device for presenting or recording information. They are most frequently used for note taking or other journaling or recording. However, they can also be used to summarize and depict learning accomplishments either by a student doing self-assessment, or by a teacher or parent doing student assessment.

JOURNALS can be used by students to have an open-ended reflective conversation with their teacher. They can also be used by teachers to have an open-ended reflective conversation with themselves or a mentor. These conversations can be global, specific, structured by questions or frameworks, or completely open-ended. They can even be all of these over time.

GOAL SETTING is a way for teachers to assist students to direct their own learning. The process involves providing students with information about their achievements — usually other assessment information generated through performance, skills/content, and/or other self-assessment strategies. Students use this assessment information to establish both target accomplishments/goals AND evidences that will document accomplishment of their goals. Some teachers have students continuously summarize their goals and accomplishment evidence using journals, graphs, charts, or other graphical or narrative strategies.

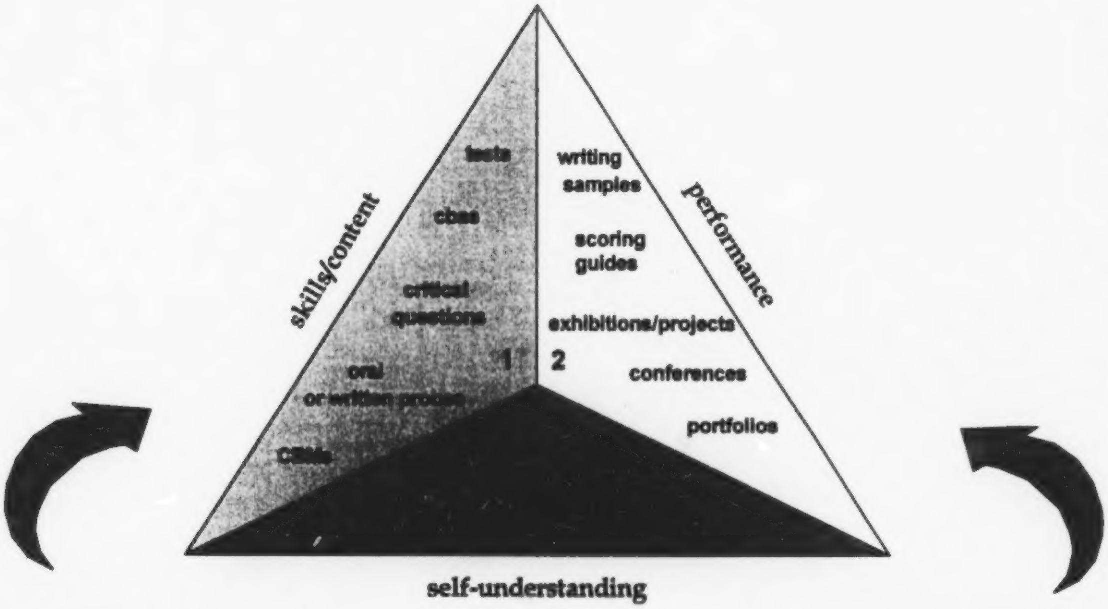
WAIT. YOU MEAN I CAN'T USE THE SAME THING FOR EVERY STUDENT???

Right. It's likely that you will be able to use some approaches – like portfolios or student conferences, or student goal setting – for every student.

It's also likely that there will be small groups of students that cluster in some way into either mixed-ability or same-ability groups for whom the same strategy will work. There may be a very few students, however, who for some part of their learning need some additional documentation. We have developed the *Individually Tailored Education Report (ITER)* as an additional strategy.

BUT I DON'T HAVE TIME TO USE ALL THOSE ASSESSMENT STRATEGIES !!

Of course you don't! If you tried you wouldn't have much time left for teaching. But we think the strategies cluster according to the three dimensions we talked about earlier, with the addition of two generic strategies that could potentially be used for any of the dimensions. Thus, you can select those strategies in each area that either you prefer or that seem to work better for your students. You can also use the measures required by your school district for program evaluation.


skills/content
tests
cbas
critical questions
oral or written probes
CBMs
1
2
writing samples
scoring guides
exhibitions/projects
conferences
portfolios
performance
self-understanding

SCHOOL DISTRICT MEASURES
(for skills and content/program evaluation)

SATS skills checklists
criterion-referenced tests

GENERIC STRATEGIES
(for all three areas)

observations
regular note-taking

THE INDIVIDUALLY TAILORED EDUCATION REPORT (ITER)

(FIGURE 8)

Remember the few students that emerged as a result of your long term curriculum planning and efforts to brainstorm more detailed teaching plans? You remember: the ones who required your more frequent and focused curricular decisions. Some of these students might also be officially designated as "eligible for special education" and require an IEP. The ITER helps meet this official policy while helping you to keep track of your decisions.

Those students' goals, interests, and abilities, which for some of them have been identified at their IEP meeting, become the foundation for developing specific teaching objectives across all of the students' learning contexts. In other words the students' goals, interests, and abilities don't change initially, but the instructional content obviously does. The teaching objectives describe how the goals, interests, and abilities will be addressed, be it through art, academics, physical education, morning circle, school jobs, etc.

Figure 8 illustrates an ITER filled out for the first few weeks of a new high school term for a Personal Business or World of Work type of class. This particular ITER would be applicable both in the context of a conventional, personal finance unit or in that of reinvented high schools and curriculum where the content and instructional boundaries might not be quite as delineated. The teaching objectives in either instance would be tied to the class activities.

The ITER can be used, as in this case, throughout the entire instructional period or term, updating outcomes and developing new teaching objectives which are responsive to the student's changing needs and abilities. The ITER can also be used on a spot basis to help analyze and plan instruction when individual student learning issues arise. We also know a teacher in a supervisory role who is using the ITER and its logic to teach and guide classroom assistants to pay particular attention to individual students during a given lesson.

While reading through this ITER, notice how it becomes a longitudinal record of a) the class activities, b) Kim's goals within those activities, and c) ongoing progress and outcomes. "Student Outcomes and Accomplishments" also reflect incidental learning opportunities (such as Kim's experience at the bank), as well as special or notable interactions between classmates (a friendship with Tory, a new classmate, or when Kim had more knowledge of the Social Security Office than Bill did). Fortunately, the teachers noticed and recorded these unanticipated events so that Kim's parents were completely updated when the team copied this ITER to send home at the end of the grading period.

For some students you will have many ITER pages. Sometimes it will make sense to write a single goal on each page and log the teaching objectives and student accomplishments as they emerge week by week. Sometimes you will want to cluster several goals on a page that relate to some curriculum theme or area and record all the related teaching objectives as they emerge. In either case, this ITER page completes the requirements of the IEP since *at any point in time you have a complete set of annual goals and current teaching objectives.*

Individually Tailored Education Report (ITER)

Student Kim Parsons Year 1995-96

Present Abilities	Preferences, interests,learning style, needed supports, transition needs
Kim can identify numbers to 100; identify $1, 5, 10, 20 bills and use "next dollar" strategy to $25; write her name; speak but sometimes needs "backup" systems if she can't express herself; Knows to stop when crossing streets; uses city but with assistance.	Kim loves to window shop especially for clothes. Her allowance of $25/month which she keeps in a piggy bank or wallet. Kim wants to work with animals or in a clothing store. She does well with paired visual/written schedules, reading words, shopping lists, etc...

Annual Goal(s)	and how they relate to Kim's life
1.) Kim will expand her vocabulary within the context of curriculum themes and topics. 2) Kim will manage her personal affairs, such as a personal calendar, daily schedule, savings account. 3) Kim will demonstrate community and personal safety skills.	Kim needs to know and use her personal information (phone, soc. sec. #, etc...) She needs to manage her $$ better, both in budgeting and not being ripped off by carrying lots of loose cash. She does not currently initiate crossing streets after stopping. "Stranger awareness" skills are needed too for personal safety.

Curricular area: Personal Business "World of Work"

Date	Class/Theme Activities	Student Goals within the Activities	Evaluation/ Assessment Methods	Student Progress & Accomplishments within this Activity
9/5/95	Term-long personal budgeting simulation (students are assigned different incomes, expenses throughout the term, including unanticipated "windfalls and disasters"	1.) Kim will open & manage a personal savings account, using a calculator to balance her account, making transactions at least once per week while accompanied by a classmate. 2.) Kim will identify/demonstrate the following related	Account Book Trial data plus observation	9/12 Kim opened the accounted with mother after school! She had filled out the application in class. Today she showed off her new passbook!

Figure 8: Example of ITER by the Personal Business Teacher

Date	Class/Theme Activities	Student Goals within the Activities	Evaluation/ Assessment Methods	Student Progress & Accomplishments within this Activity
		vocabulary: bank savings account, teller, deposit, withdraw, cash, balance 3) Kim will manage a classroom simulation account, using: - $25 as income - a copy of Kim's bank's savings account book - required & optional purchases to determine if she should "save" or can afford an item. 4) Kim will walk to the bank using at least 2 different routes, which require her to cross at stoplights, stop signs, & uncontrolled intersections & initate crossing when the street is safe. She will go at least 1x week with a classmate.		9/19 Kim knows her passbook; check; and is working on "put money in" = deposit, "take money out" = withdraw; how much is left" = balance. At the bank with Patsy Kim insisted on waiting for an available female cashier so that she could "tell-her"!! She and Patsy had a good laugh when they figured it out! 9/19 We probably need to emphasize "saving for a rainy day." Kim likes to buy things now! - a nice story: On the way back from the bank, Kim asked to buy a birthday present for a new classmate. Tory then invited her out for a "birthday pizza" w/a group of girls. 9/19 Kim can accurately answer questions about when it is safe to cross ("no cars," green light, walk") but still waits for a verbal or modelled prompt. We'll keep working on this!
9/19/95	"Get a job" activities: - reaching the want ads - Filling out job applicatio	1.) As part of a small group Kim will: - locate the "classified" section - listen to job descriptions & identify at least 4 which sound interesting	• observation • Group Journal	9/28 Kim's group tends to get hung up in the comics! But Kim has identified that she has NO interest in any janitorial type jobs. She surprised the group by wanting

Figure 8: Example of ITER by Personal Business Teacher (continued)

Date	Class/Theme Activities	Student Goals within the Activities	Evaluation/ Assessment Methods	Student Progress & Accomplishments within this Activity
		-discuss & record skills needed for each in the job journal.	Group Journal	to know more about slash burning/forest fire fighting and a temporary job at an upcoming rodeo!
		2) Kim will orally answer a variety of personal information questions commonly found on applications, either from. memory or using an ID card, including. • name • soc. sec.# • age/b. date • job exper. • address • phone • emergency contact	Data from at least 2 different "job interviewers."	9/28 Kim is doing well orally & also copying from the ID card if the lines/boxes on the application samples aren't too small. She transposes the soc. sec. #s, so we may try color-coding. ** To increase her frequency in the community Kim goes on all of the community trips small groups of classmates go on. Recently a group of 3 went to get soc sec #s and Kim knew exactly where to go in the Federal building!
9/30/95 scheduled	Field trip to University Career Information. "Job Fair"	3) During the job fair, Kim will investigate at least 3 different job opportunities by asking each representative a, series of questions and choose one with whom to have a mock interview.	Observation [? cue card with pictures to prompt questions? Such as: $ = How much do you pay? ⓛ What are the hours? Work pictures = What do I have to do?]	-Still working on street crossing & her classmates know how to let her take the lead to tell them when to cross. Pretty powerful incentive!

Figure 7: Illustration of ITER by the Personal Business Teacher (continued)

THE INDIVIDUALLY TAILORED EDUCATION REPORT (ITER) SUMMARY (FIGURE 9)

Our second example of a piece of paperwork that can actually *save* you time is the *ITER Summary*. As you work with the curriculum decisions discussed in this module, we imagine that, over time, you will end up with a small stack of folders for roughly a quarter of your students. Each time you sit down to brainstorm new teaching plans, or review student accomplishments, we imagine that you will grab your stack of folders to remind yourself about the unique learning requirements of those few students who need your most careful and systematic thinking and decisions.

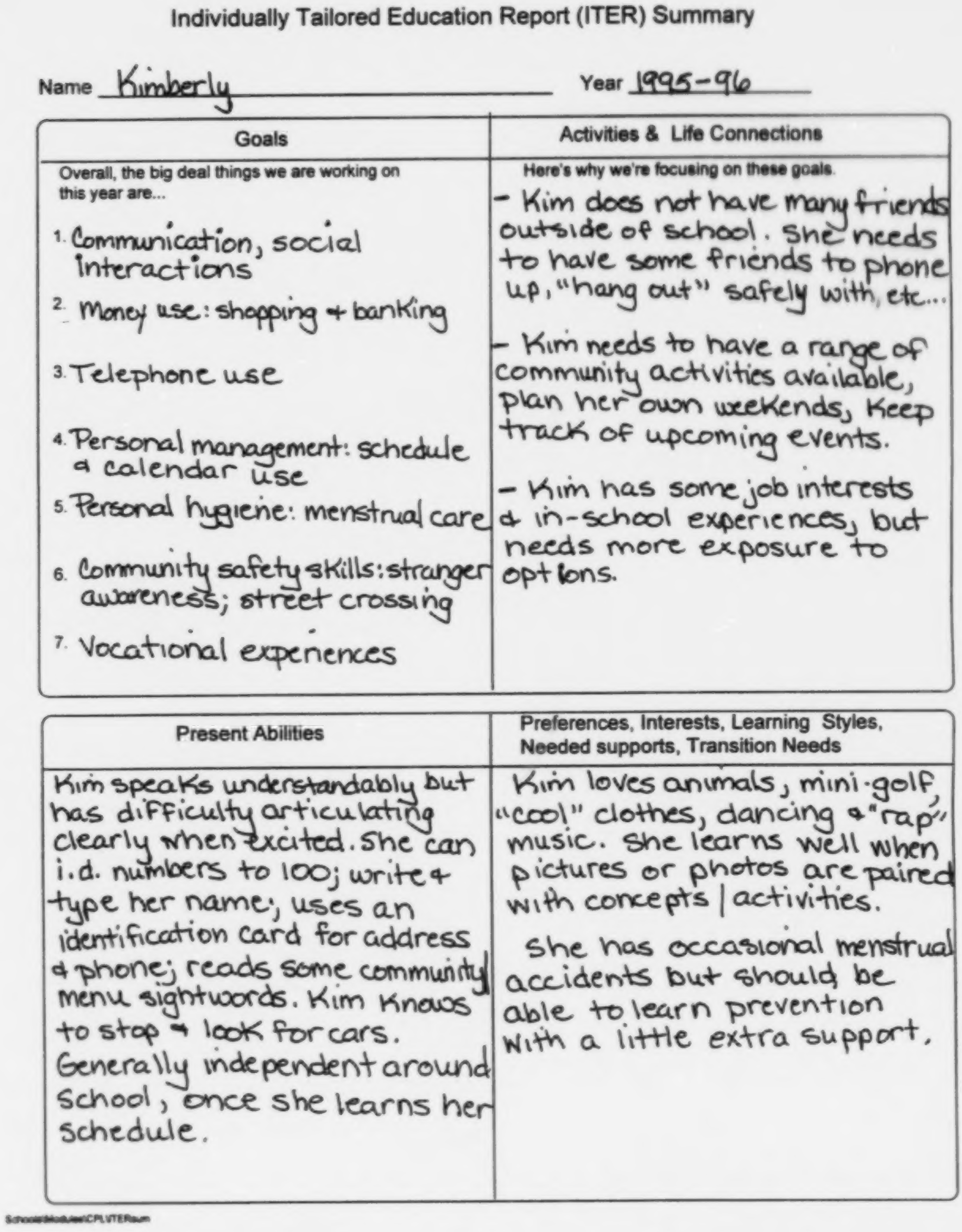
The *ITER Summary* is a "mini" version of the complete IEP or ITER that you can use in a number of different ways. We have created this document as a card (included in the back pocket) so that you can have a quick summary of a student's annual goals handy all the time. You might keep it in your grade book so that when you are planning, or even just thinking about your teaching, you can be reminded of how your teaching decisions might impact these learners. Figure 9 illustrates Kim Parsons' ITER Summary for the 95--96 school year. Her teacher uses it to jog her own memory, but also uses it in a variety of other ways. She has made several copies that she gives to other teachers who also work with Kim so that they too are reminded of her unique learning needs and preferences. Some of these teachers also track these resulting objectives on ITER pages that become part of Kim's complete IEP and portfolio.

WHO FILLS OUT THE ITER FOR STUDENTS ON IEPs?

You've probably guessed that it depends on how inclusive your school has become. In some places where special education teachers are supporting the integration of students with disabilities you might complete the annual goals part of the ITER as part of the IEP meeting. You can then continue to use the ITER as a working document to plan and record the emerging teaching objectives. In some situations you will write these down for the general education teacher, in others the teacher may begin using the page herself. In still other situations, the classroom assistant providing support may have a role in completing the ITER.

In situations characterized more by "integration" than "inclusion" it also is likely that the IEP team will complete the ITER Summary and then pass it on to all the other teachers and staff who work with the students in the course of their day.

If your school has become more completely restructured so that teams of teachers, each with different expertise, work together with large groups or very diverse groups of students, the student's primary teacher will likely be the one who first initiates the ITER. All the teachers and other staff on the team may contribute teaching objectives and accomplishment recording. In some situations the teacher team may have requested outside consultative support from other specialists (like therapists or experts in the provision of communication or behavioral supports) who will help the team design teaching objectives in some instances. The ITER and the ITER Summary become ongoing working documents used by the whole team to ensure well-tailored curriculum and individually effective learning experiences for any student the team thinks needs a more focused and systematic approach.



Individually Tailored Education Report (ITER) Summary

Name Kimberly

Year 1995-96

Goals	Activities & Life Connections
Overall, the big deal things we are working on this year are... 1. Communication, social interactions 2. Money use: shopping & banking 3. Telephone use 4. Personal management: schedule & calendar use 5. Personal hygiene: menstrual care 6. Community safety skills: stranger awareness; street crossing 7. Vocational experiences	Here's why we're focusing on these goals. - Kim does not have many friends outside of school. She needs to have some friends to phone up, "hang out" safely with, etc... - Kim needs to have a range of community activities available, plan her own weekends, Keep track of upcoming events. - Kim has some job interests & in-school experiences, but needs more exposure to options.

Present Abilities	Preferences, Interests, Learning Styles, Needed supports, Transition Needs
Kim speaks understandably but has difficulty articulating clearly when excited. She can i.d. numbers to 100; write & type her name; uses an identification card for address & phone; reads some community menu sightwords. Kim Knows to stop & look for cars. Generally independent around school, once she learns her schedule.	Kim loves animals, mini-golf, "cool" clothes, dancing & "rap" music. She learns well when pictures or photos are paired with concepts/activities. She has occasional menstrual accidents but should be able to learn prevention with a little extra support.

Figure 9: Example of an ITER Summary

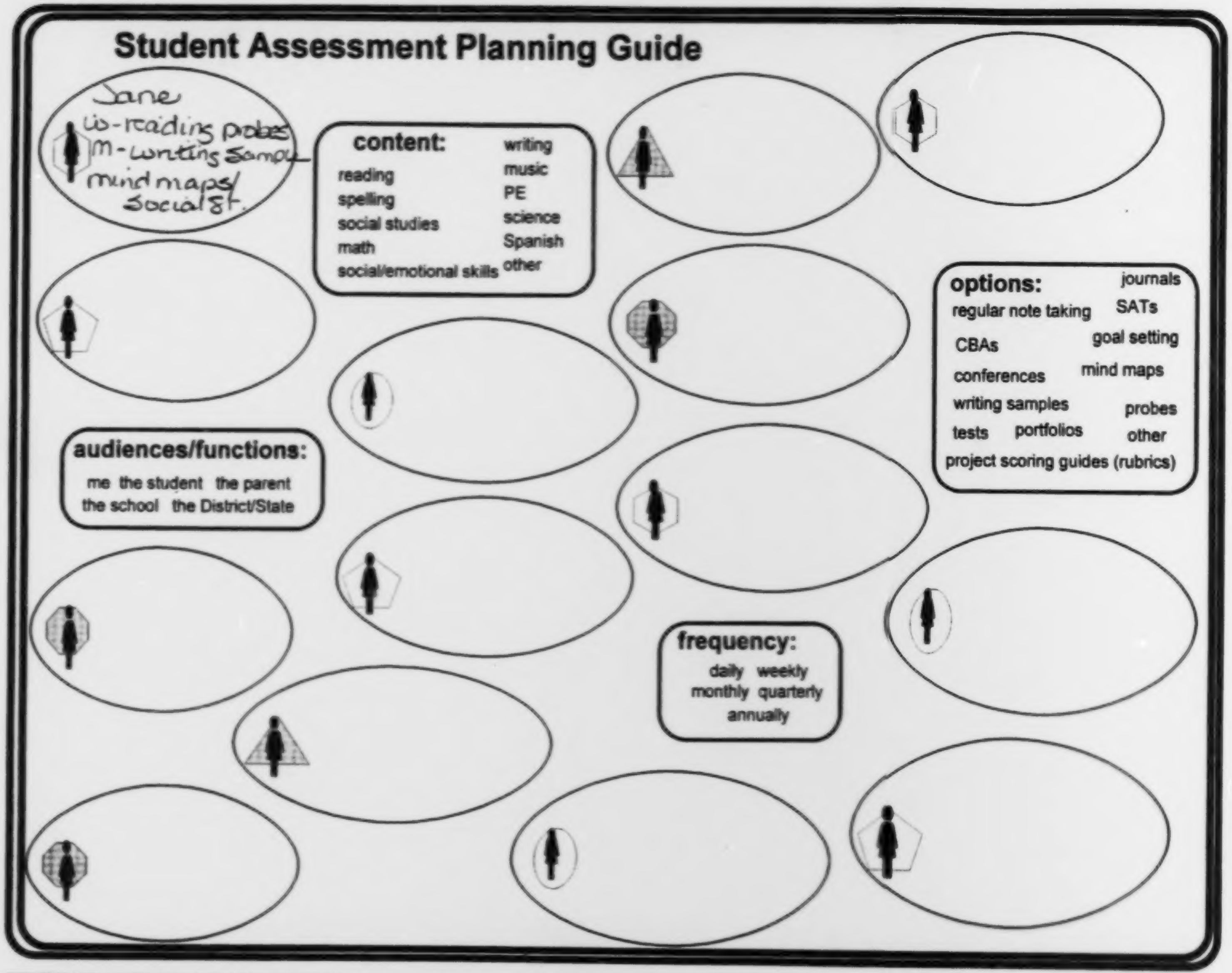
A GRAND PLAN FOR YOUR CLASSROOM-BASED INDIVIDUALLY TAILORED STUDENT ASSESSMENT SYSTEM

We've emphasized three things so far about assessment OF student learning. First, you need to do it. Second, you need to have a system that documents student learning across three areas (content and skills, self-understanding, and performance) for the people who need the information (you, parents, the school, the district, and and the state.) Third, we've offered an additional strategy – the ITER – that can help you document learning for students who require IEPs, as well as for other students who might benefit from more detailed documentation. Our final effort to help you get a grip on student assessment within your classroom is to offer a simple planning tool for thinking through the big picture.

Figure 10 is a page that helps you to cluster students who might need similar assessment strategies and to identify those strategies for your whole class on a single page. The second page helps you think about the time schedule you will need to follow to generate the various information so that it is most effective in meeting all the various users' needs.

Schools are definitely changing. Teachers are changing as well. Most important, however, is the way learning is changing for students in schools where teachers are rethinking their curriculum and teaching to respond to the kinds of diversity present among our children. We are excited about these changes and have created this module about individually tailored learning to help.

We have tried to be concise. If you want to learn more about some of these ideas, we encourage you and your colleagues to explore the resources suggested in Appendix 2. These will lead you to still others that can help you keep your learning and your teaching alive and growing. We hope the ideas and tools in this module help you get involved in change by "reinventing" teaching and learning for yourself and for your students. Let us know how things go for you so that we can learn from your experiences as well.



Student Assessment Planning Guide

Jane
w- reading probes
m- writing sample
mind maps/
social st.

content:
reading
spelling
social studies
math
social/emotional skills
writing
music
PE
science
Spanish
other

audiences/functions:
me the student the parent
the school the District/State

options:
journals
regular note taking
SATs
CBAs
goal setting
conferences
mind maps
writing samples
probes
tests
portfolios
other
project scoring guides (rubrics)

frequency:
daily weekly
monthly quarterly
annually

Figure 10: Sample of the Student Assessment Planning Guide

Student Assessment Planning Schedule

Daily	Monday	Tuesday	Wednesday	Thursday	Friday

Weekly	

Monthly	S	O	N	D	J	F	M	A	M	J

Quarterly			

Yearly	

Doc-BCSC/teaching/Standard/ASS/SAS Pro

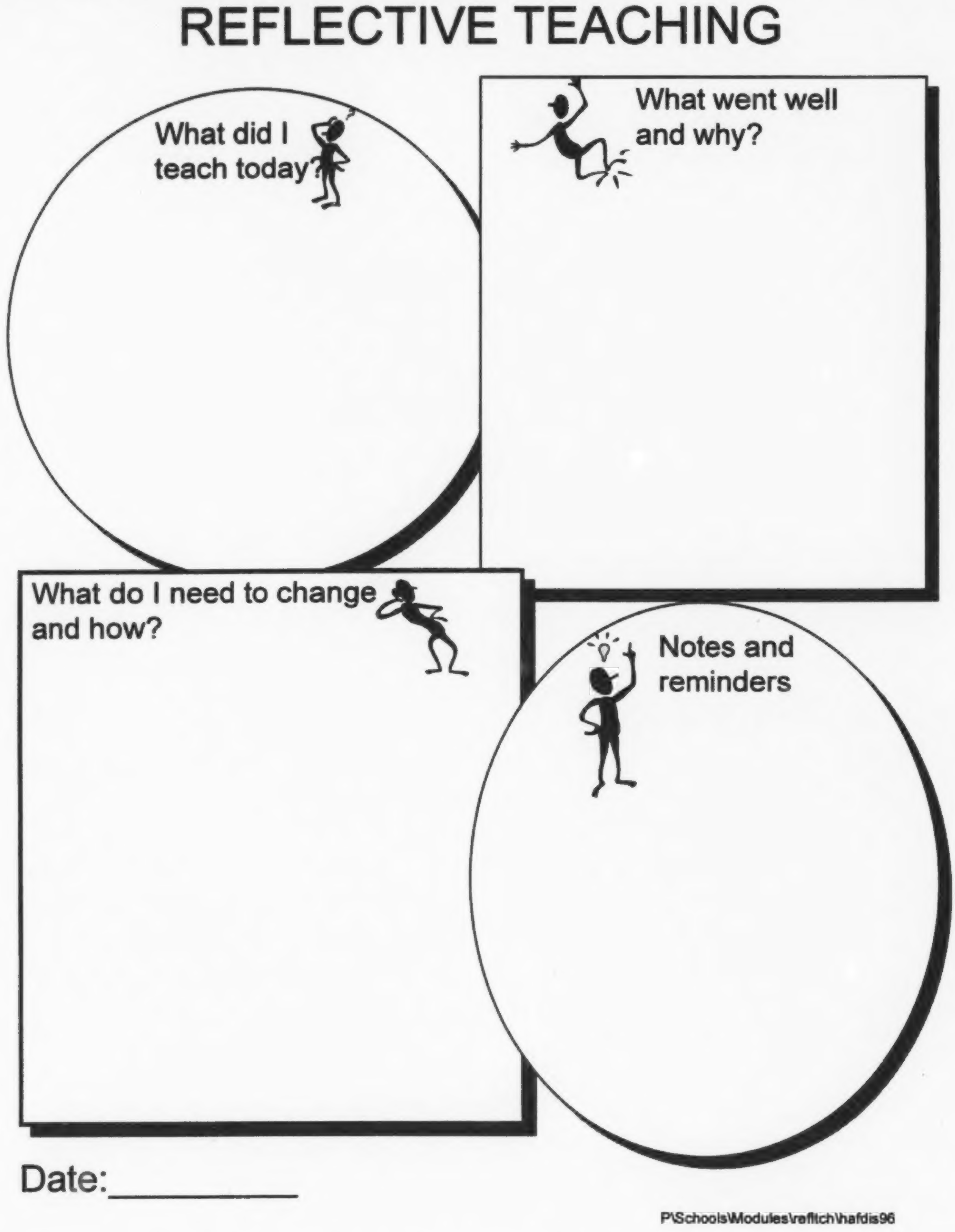
Figure 11: Sample of the Student Assessment Planning Schedule

ONE LAST THING. . .MAKE THAT TWO LAST THINGS.

For us the best, and most exciting thing about all the changes that are happening these days in schools is that they are creating new opportunities for teachers to take charge of student learning. We believe that well-educated and well-equipped teachers have always been the backbone of school reform. We hope that these materials and ideas will support your efforts.

We have begun with the assumption that your whole class includes students who learn best when the curriculum is individually tailored to their abilities, interests, and preferences. We hope that you will let your *students* determine how you use these materials.

We've included two last things to help you think divergently about your efforts. The first is a bookmark that lists questions you can ask yourself any number of times during the day about your teaching generally or about a particular lesson or activity. The second item is a journal page that you could use everyday to begin the ongoing process of reflecting, in writing, about your teaching.



REFLECTIVE TEACHING

What did I teach today?

What went well and why?

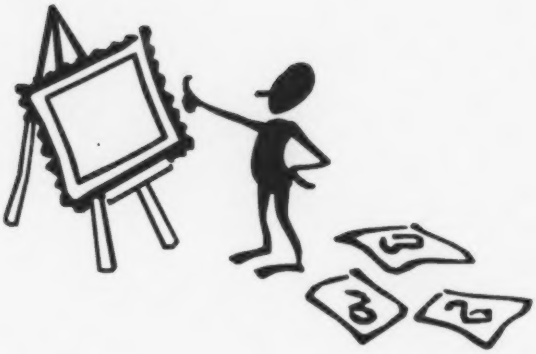
What do I need to change and how?

Notes and reminders

Date:__________

P\Schools\Modules\reflitch\hafdis96

Figure 12: Sample of a Reflective Journal Page



APPENDIX 1:

AGE-APPROPRIATE ACTIVITY LISTS
FORMS

Activity Based Assessment

Activity Lists

Dianne L. Ferguson, Cleo Droege, Jackie Lester,

Hafdis Gudjonsdottir, Gwen Meyer, Ginevra Ralph

Schools Projects
University of Oregon

Ages 5-8
Caring for SELF, FRIENDS & FAMILY

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

BEING A FRIEND

1. Initiating and maintaining relationships
   - meeting and making friends
   - helping friends with projects/chores
   - helping friends learn new things
   - helping friends solve problems
   - having a pen pal
   - including a variety of friends in activities
2. Communicating with friends
   - phoning friends
   - writing letters
   - e-mailing friends
3. Social activities
   - choosing events/activities
   - having/going to parties
   - spending time with friends
   - sleepovers

Which ones does s/he want to do more?

FAMILY MEMBERSHIP

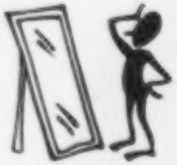
4. Family fun
   - participating in celebrations
   - visiting relatives
   - participating in vacations and holidays
5. Kitchen
   - helping cook
   - setting/clearing table
   - helping with cleanup
   - helping with grocery shopping
   - sorting recyclables
   - taking out the trash
   - making snacks
6. Bedroom
   - making bed
   - picking up/putting away
   - cleaning room
7. Outside
   - yard work
   - bringing in firewood
   - washing car
   - caring for bike
8. Miscellaneous
   - pet care
   - getting mail
   - running errands
   - helping with laundry
   - dusting/sweeping/vacuuming
   - helping with household projects: painting, washing windows

Which ones does s/he want to do more?

Ages 5-8
Caring for SELF, FRIENDS & FAMILY, cont...

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

PERSONAL CARE



9. Morning/bedtime
    - using alarm clock
    - dressing/undressing
    - choosing clothes
    - taking medicine
10. Bathroom/grooming
    - washing face/hands
    - toothbrushing/flossing teeth
    - blowing nose
    - bath/shower
    - hair care
    - using toilets in private and public bathrooms
11. Personal stuff
    - eyeglasses/contacts
    - school supplies/pencils/paper/jackets/lunchbox/gym clothes
    - toys
    - hearing aids
    - braces
    - wheelchair
    - communication devices
12. Personal safety
    - responding to emergencies
    - being home alone safely
    - following survival signs

PERSONAL BUSINESS

13. Schedules and appointments
    - setting personal goals and meeting them
    - getting a haircut
    - keeping/following a calendar, schedule, routine
    - remembering birthdays
    - sending greetings to friends/family
14. Accessing/using resources
    - using public library
    - using public transportation
    - finding/using "people" resources
    - accessing/using online computer resources
    - using a map
    - investigating and developing new leisure activities
15. Money
    - budgeting allowance/savings
16. Leisure
    - develop hobbies

Which ones does s/he want to do more?

Which ones does s/he want to do more?

Ages 5-8
Contributing to COMMUNITY

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

SCHOOL MEMBERSHIP & COMMITMENTS

1. School
    - following arrival/departure routines
    - getting to and from school
    - following cafeteria/snack bar routines: waiting in line, choosing/carrying items, paying for meal, selecting seat, recycling trash
    - delivering school-home communications
    - doing homework
    - responding to emergency drills
2. School jobs/chores
    - getting/passing out supplies
    - putting chairs up/down
    - caring for classroom pets
    - watering plants
    - erasing chalkboards
    - running classroom errands
    - cafeteria helper, library, office, P.E.
    - litter patrol
    - custodial assistant
    - school recycling
    - hall/room monitor
    - working in school store
    - working on school newspaper
3. School participation
    - participating in a club
    - participating in/organizing a school event or meeting

Which ones does s/he want to do more?

COMMUNITY MEMBERSHIP & COMMITMENTS

4. Group membership
    - attending scout/4-H club meetings
    - attending church/temple services and events
5. Volunteering
    - for neighborhood beautification projects
    - for park/beach clean-ups
    - for canned food/bottle drives
    - to visit nursing homes/hospitals/schools
    - to help with church events
    - to work in public library

Which ones does s/he want to do more?

JOBS & CAREER

6. After school and vacation jobs
    - paper route
    - baby sitting
    - caring for neighbor's pet
    - doing yard work, shoveling snow, stacking firewood
    - working in family business
    - picking fruit/vegetables

Ages 5-8
Enjoying LEISURE & RECREATION

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

MEDIA

1. Reading
   - books
   - newspapers
   - magazines
2. Listening/speaking
   - radio
   - using cassette/CD player
   - books on tape
   - using telephone answering machine
   - stories
3. Watching/interacting
   - using TV/VCR
   - using movie/slide projector
   - using computer, softwear, CD rom

EXERCISE & FITNESS

4. Outdoor recreation
   - riding bike/scooter
   - using parks and playgrounds
   - jumping rope
   - jogging
   - mini golf
   - swimming
   - playing catch/frisbee
   - playing ball games
   - hiking/climbing
   - fishing/boating
   - skiing
   - horseback riding
   - skating/skateboarding
5. Indoor recreation
   - aerobics
   - dance
   - yoga/martial arts
   - stationary bike
   - bowling
6. Team/group games and sports
   - racquet games: tennis, badminton
   - track and field
   - ball games: basketball, softball ,T-ball, soccer, 4-square, keep-away

Which ones does s/he want to do more?

Which ones does s/he want to do more?

Ages 5-8
Enjoying LEISURE & RECREATION, cont...

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

EVENTS

7. Community events
    - going to/participating in fairs, exhibits, festivals
    - going to/participating in community events for kids, families
8. Entertainment events
    - going to movies
    - going to car rallies, pet shows, races, air shows, etc.
    - going to the zoo, planetarium, aquarium
9. Cultural events
    - going to art shows/museums
    - attending/participating in cultural performances: concerts, plays, dances
10. Sports events
    - attending/ participating in sports events
11. Travel events
    - summer camps

Which ones does s/he want to do more?

GAMES, CRAFTS, HOBBIES

12. Playing games
    - board games
    - video/computer games
    - toys/legos/dolls, etc.
13. Creating art
    - drawing/painting
    - calligraphy
    - ceramics
    - woodworking/metal work
    - stained glass
    - jewelry making
    - origami
14. Creating needle crafts
    - sewing
    - knitting
    - weaving
    - crocheting
    - leatherwork
15. Collecting
    - coins
    - stamps
    - stickers
    - rocks
    - trading cards
16. Photography
    - using a camera
    - putting in an album
17. Constructing/playing with:
    - models
    - kites
    - puzzles
18. Music
    - singing
    - playing an instrument
19. Science
20. Languages

Which ones does s/he want to do more?

Ages 9-12
Caring for SELF, FRIENDS &FAMILY

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

BEING A FRIEND

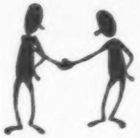
1. Initiating and maintaining relationships
   - meeting and making friends
   - helping friends with projects/chores
   - helping friends learn new things
   - helping friends solve problems
   - having a pen pal
   - including a variety of friends in activities
2. Communicating with friends
   - phoning friends
   - writing letters
   - e-mailing friends
3. Social activities
   - having/going to parties
   - spending time with friends
   - participating in team/group activities
   - sleepovers

Which ones does s/he want to do more?

FAMILY MEMBERSHIP

4. Family fun
   - participating in celebrations
   - visiting relatives
   - participating in vacations and holidays
5. Kitchen
   - helping cook
   - washing/drying dishes
   - using dishwasher
   - putting dishes away
   - helping with grocery shopping
   - putting food/groceries away
   - sorting recyclables
   - taking out the trash
6. Bedroom
   - making bed
   - picking up/putting away belongings
   - cleaning room
7. Outside
   - yard work
   - bringing in firewood
   - washing car
   - caring for bike
8. Miscellaneous
   - sibling care
   - pet care
   - getting mail
   - running errands
   - helping with laundry
   - dusting/sweeping/vacuuming
   - helping with household projects: painting, washing windows

Which ones does s/he want to do more?



Ages 9-12
Caring for SELF, FRIENDS & FAMILY, cont...

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

PERSONAL CARE

9. Morning/bedtime
    - using alarm clock
    - dressing/undressing
    - choosing clothes
    - taking medicine
10. Bathroom/grooming
    - washing face/hands
    - toothbrushing/flossing teeth
    - blowing nose
    - bath/shower
    - washing/drying hair
    - applying deodorant
    - menstrual hygiene
    - using toilets in private and public bathrooms
11. Personal stuff
    - eyeglasses/contacts
    - hearing aids
    - braces
    - wheelchair
    - communication devices
12. Personal safety
    - being home alone safely
    - following survival signs
    - responding to emergencies

Which ones does s/he want to do more?

PERSONAL MANAGEMENT

13. Schedules and appointments
    - keeping/following a calendar, schedule, routine
    - going to the dentist doctor nurse
    - getting a haircut
    - remembering birthdays
    - sending greetings to friends/family
    - setting personal goals and meeting them
14. Accessing/using resources
    - using public library
    - using public transportation
    - finding/using "people" resources
    - accessing/using online computer resources
    - using a map
    - investigating and developing new leisure activities
15. Money
    - budgeting allowance/savings
    - managing bank account
16. Mealtime
    - using utensils, napkin, cup, glass, straw
    - planning/ordering from a menu
    - paying for a meal
    - making own snack/packing lunch
17. Leisure
    - develop/plan activities
    - develop hobbies

Which ones does s/he want to do more?

Ages 9-12
Contributing to COMMUNITY

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

Which ones does s/he want to do more?

SCHOOL MEMBERSHIP & COMMITMENTS

1. School
   - following arrival/departure routines
   - getting to and from school
   - following cafeteria/snack bar routines: waiting in line, choosing/carrying items, paying for meal, selecting seat, recycling trash
   - delivering school-home communications
   - doing homework
   - responding to emergency drills
2. School jobs/chores
   - getting/passing out supplies
   - putting chairs up/down
   - caring for classroom pets
   - watering plants
   - erasing chalkboards
   - running classroom errands
   - cafeteria helper, library, office, P.E.
   - litter patrol
   - custodial assistant
   - school recycling
   - hall/room monitor
   - working in school store
   - working on school newspaper
3. School participation
   - participating in/chairing a committee or club
   - participating in/organizing a school event or meeting

COMMUNITY MEMBERSHIP & COMMITMENTS

4. Group membership
   - attending scout/4-H club meetings
   - attending church/temple services and events
5. Volunteering
   - for neighborhood beautification projects
   - for park/beach clean-ups
   - for canned food/bottle drives
   - to visit nursing homes/hospitals/schools
   - to help with church events
   - to work in public library

Which ones does s/he want to do more?

JOBS & CAREER

6. After school and vacation jobs
   - paper route
   - baby sitting
   - caring for neighbor's pet
   - doing yard work, shoveling snow,
   - stacking firewood
   - working in family business
   - picking fruit/vegetables

Ages 9-12
Enjoying LEISURE & RECREATION

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

MEDIA

1. Reading
    - books
    - newspapers
    - magazines
2. Listening/speaking
    - using cassette, CD player
    - listening to stories
    - listening to books on tape
    - listening to radio
    - using telephone, answering machine, pager
3. Watching/interacting
    - using T.V./ VCR
    - using movie/slide projector
    - using computer
    - using software, WWW, CD ROM, e-mail

Which ones does s/he want to do more?

EXERCISE & FITNESS

4. Outdoor recreation
    - climbing trees
    - using parks/playgrounds
    - riding bike/scooter
    - jogging
    - golfing/mini golf
    - skating
    - swimming/diving
    - hiking/climbing
    - camping
    - fishing/hunting
    - boating/rafting
    - skiing
    - horseback riding
    - playing Frisbee/catch
5. Indoor recreation
    - aerobics
    - dance
    - yoga
    - weight lifting
    - martial arts
    - using exercise equipment/ machines
    - jumping rope
    - wrestling
    - bowling
6. Team/group games and sports
    - track and field
    - ball games: basketball, baseball, volleyball, football, etc.
    - racquet games: tennis, ping-pong, badminton, etc.

Which ones does s/he want to do more?

Ages 9-12
ENJOYING LEISURE & RECREATION cont...

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

EVENTS

7. Community events
    - going to/participating in fairs, festivals, exhibits
    - going to/participating in events for kids, teens, families
8. Entertainment events
    - Going to movies
    - going to car/pet/air shows
    - going to zoo, planetarium, aquarium
9. Cultural events
    - going to art shows, museums
    - attending/participating in cultural performances: concerts, plays, dances, lectures, etc.
10. Sports events
    - attending/participating in sports competitions
11. Travel events
    - participating in student exchange programs
    - summer camp

Which ones does s/he want to do more?

GAMES, CRAFTS, HOBBIES

12. Playing games
    - board games
    - computer games
13. Creating art
    - drawing/painting/calligraphy
    - ceramics
    - woodwork/metal work
    - jewelry making
    - stained glass
14. Creating needle crafts
    - sewing
    - knitting
    - weaving
    - crocheting
    - leather work
15. Collecting
    - coins
    - stickers
    - stamps
    - rocks/shells
    - trading cards
16. Photography
    - using a camera
    - putting together photo albums
17. Constructing/playing with
    - models
    - kites
18. Music
    - singing
    - playing an instrument
19. Science
    - doing experiments
    - using chemistry set
20. Languages
    - learning /practicing another language

Which ones does s/he want to do more?

Ages 13-15
Caring for SELF, FRIENDS & FAMILY

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

BEING A FRIEND

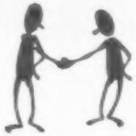
1. Initiating and maintaining relationships
   - meeting and making friends
   - helping friends with projects/chores
   - helping friends learn new things
   - helping friends solve problems
   - having a pen pal
   - including a variety of friends in activities
2. Communicating with friends
   - phoning friends
   - writing letters
   - e-mailing friends
3. Social activities
   - planning events/activities
   - having/going to parties
   - spending time with friends
   - having/attending sleepovers
   - participating in team/group activities

Which ones does s/he want to do more?

FAMILY MEMBERSHIP

4. Family fun
   - participating in celebrations
   - visiting relatives
   - participating in vacations and holidays
5. Kitchen
   - helping cook
   - making meals/following recipes
   - setting/clearing table
   - washing/drying dishes
   - using dishwasher
   - putting dishes away
   - helping with grocery shopping
   - putting food/groceries away
   - sorting recyclables
   - taking out the trash
6. Bedroom
   - making bed
   - picking up/putting away belongings
   - cleaning room
7. Outside
   - yard work
   - bringing in firewood
   - washing car
   - maintaining bike
   - working on car/motorcycle
8. Miscellaneous chores
   - sibling care
   - pet care
   - getting mail
   - running errands
   - doing laundry
   - dusting/sweeping/vacuuming
   - helping with household projects: painting, washing windows

Which ones does s/he want to do more?



Ages 13-15
Caring for SELF, FRIENDS & FAMILY

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

PERSONAL CARE

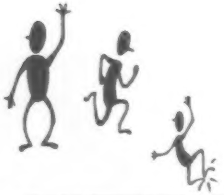
9. Morning/bedtime
- using alarm clock
- dressing/undressing
- choosing clothes
- taking medicine

10. Bathroom/grooming
- washing face/hands
- shaving
- acne care
- toothbrushing/flossing teeth
- blowing nose
- bath/shower
- washing/drying hair
- applying deodorant
- applying makeup
- nail care
- menstrual hygiene
- using toilets in private and public bathrooms

11. Personal stuff
- eyewear
- hearing aids
- braces
- wheelchair
- communication devices

12. Personal safety
- responding to emergencies
- being home alone safely
- following survival signs

Which ones does s/he want to do more?



PERSONAL MANAGEMENT

13. Schedules and appointments
- keeping/following a calendar, schedule, routine
- going to the dentist doctor nurse
- getting a haircut
- remembering birthdays
- sending greetings to friends/family
- setting personal goals and meeting them

14. Accessing/using resources
- using public library
- using public transportation
- finding/using "people" resources
- accessing/using online computer resources
- using a map
- investigating and developing new leisure activities

15. Money
- budgeting allowance/savings
- managing bank account

16. Mealtime
- using utensils, napkin, cup, glass, straw
- planning/ordering from a menu
- paying for a meal
- making own snack/packing lunch

17. Leisure
- develop/plan activities
- hobbies

Which ones does s/he want to do more?

Ages 13-15
Contributing to COMMUNITY

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

SCHOOL MEMBERSHIP & COMMITMENTS

1. School
   - arrival/departure
   - getting to and from school
   - using cafeteria/snack bar
   - delivering school-home communications
   - doing homework
   - responding to emergency drills
2. School jobs/chores
   - getting/passing out supplies
   - putting chairs up/down
   - caring for classroom pets
   - watering plants
   - running classroom errands/office helper: lunch count, attendance, messages, media delivery
   - "helper cafeteria
   - library helper
   - recess/P.E. helper
   - litter patrol
   - custodial assistant
   - school recycling
   - working in school store
   - working on school newspaper
3. School participation
   - participating in/chairing a committee or club
   - participating in/organizing a school event or meeting
   - being a peer tutor/counselor
   - participating in group projects
   - making presentations/speeches

Which ones does s/he want to do more?

COMMUNITY MEMBERSHIP & COMMITMENTS

4. Group membership
   - attending scout/4-H club meetings
   - attending church/temple services and events
   - speaking in public
5. Volunteering
   - for neighborhood beautification projects
   - for park/beach clean-ups
   - for canned food/bottle drives
   - to visit nursing homes/hospitals/schools
   - to help with church events/teach Sunday school
   - to work in public library

Which ones does s/he want to do more?

JOBS & CAREER

6. After school/weekend/vacation jobs
   - paper route
   - baby sitting
   - caring for neighbor's pets, yard, etc.
   - doing yard work, shoveling snow, stacking firewood
   - working in family business
   - picking fruit/vegetables

Ages 13-15
Enjoying LEISURE & RECREATION

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

MEDIA

1. Reading
   - books
   - newspapers
   - magazines
2. Listening/speaking
   - using cassette CD player
   - listening to books on tape
   - listening to radio
   - using telephone, answering machine, pager
3. Watching/interacting
   - using T.V./ VCR
   - using movie/slide projector
   - using computer
   - using software, WWW, CD ROM, e-mail

EXERCISE & FITNESS

4. Outdoor recreation
   - using parks/playgrounds
   - climbing trees
   - riding bike/scooter
   - jogging
   - golfing/mini golf
   - skateboarding
   - swimming/diving
   - hiking/climbing
   - camping
   - fishing/hunting
   - boating/rafting
   - skiing
   - horseback riding
5. Indoor recreation
   - aerobics (class/video)
   - dance
   - yoga
   - weight lifting
   - martial arts
   - using exercise equipment/ machines
   - jumping rope
   - wrestling
   - bowling
6. Team/group games and sports
   - track and field
   - ball games: basketball, baseball, volleyball, football, etc.
   - racquet games: tennis, ping-pong, badminton, etc.

Which ones does s/he want to do more?

Which ones does s/he want to do more?

Ages 13-15

ENJOYING LEISURE & RECREATION, cont...

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

EVENTS

7. Community events
    - going to/participating in fairs, festivals, exhibits
    - going to/participating in events for kids, teens, families
8. Entertainment events
    - going to movies
    - going to car rallies, pet shows, races, air shows
    - going to zoo, planetarium, aquarium
9. Cultural events
    - going to art shows, museums
    - attending/participating in cultural performances: concerts, plays, dances, lectures, etc.
10. Sports events
    - attending/participating in sports competitions
11. Travel events
    - participating in student exchange programs
    - summer camp

Which ones does s/he want to do more?

GAMES, CRAFTS, HOBBIES

12. Playing games
    - board/card games
    - video/computer games
13. Creating art
    - drawing/painting/calligraphy
    - ceramics
    - woodwork/metal work
    - jewelry making
    - stained glass
14. Creating needle crafts
    - sewing
    - knitting
    - weaving
    - crocheting
    - leather work
15. Collecting
    - coins
    - stamps
    - stickers
    - rocks/shells
    - trading cards
16. Photography
    - using a camera
    - putting together photo albums
17. Constructing/playing with
    - models
    - kites
18. Music
    - singing
    - playing an instrument
19. Science
    - doing experiments
    - using chemistry set
20. Languages
    - learning another language

Which ones does s/he want to do more?

Ages 16+
Caring for SELF, FRIENDS & FAMILY

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

BEING A FRIEND

1. Initiating and maintaining relationships
   - meeting and making friends
   - dating
2. Communicating with friends
   - phoning friends
   - writing letters
   - e-mailing friends
3. Social activities
   - planning events/activities
   - having/going to parties
   - spending time with friends
   - participating in team/group activities

Which ones does s/he want to do more?

FAMILY MEMBERSHIP

4. Family fun
   - visiting relatives
   - planning/participating in vacations and holidays
5. Kitchen
   - planning and preparing meals
   - choosing and following recipes
   - setting/clearing table
6. Bedroom
   - vacuuming/dusting/straightening
   - cleaning up after self
   - changing linens
7. Outside
   - yard work
   - bringing in firewood
   - washing car
   - maintaining bike
   - working on car/motorcycle
8. Miscellaneous chores
   - sibling care
   - pet care
   - running errands
   - grocery shopping
   - doing laundry
   - helping with household projects: painting, washing windows

Which ones does s/he want to do more?

Activity Based Assessment Inventory

Schools Projects
University of Oregon
Fall 1996

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Ages 16+
Caring for SELF, FRIENDS &FAMILY

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

Which ones does s/he want to do more?

PERSONAL CARE

9. Morning/bedtime
   - using alarm clock
   - taking care of clothes decisions
   - taking medicine
10. Bathroom/grooming
    - shaving
    - acne care
    - toothbrushing/flossing teeth
    - hair care
    - applying deodorant
    - applying makeup
    - nail care
    - menstrual hygiene
11. Personal stuff
    - eyewear (contacts)
    - hearing aids
    - braces
    - wheelchair
    - communication devices
12. Personal safety
    - responding to medical and social emergencies

PERSONAL MANAGEMENT

13. Schedules and appointments
    - going to the dentist doctor nurse
    - getting a haircut
    - remembering birthdays
    - sending greetings to friends/family
    - setting personal goals and meeting them
14. Accessing/using resources
    - using public library
    - using public transportation
    - finding/using "people" resources
    - accessing/using online computer resources
    - using a map
    - investigating and developing new leisure activities
15. Money
    - using a checking account
    - managing savings account
    - budgeting allowance/savings
    - using ATM machine
    - paying bills
16. Mealtime
    - using sit-down and fast food restaurants
    - paying for a meal
    - making own snack/packing lunch
17. Leisure
    - develop/plan fitness activities
    - hobbies

Which ones does s/he want to do more?

Activity Based Assessment Inventory

Ages 16+ Contributing to COMMUNITY

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

Which ones does s/he want to do more?

SCHOOL MEMBERSHIP & COMMITMENTS

1. School
   - plan schedule
2. School jobs/chores
   - working in school store
   - working on school newspaper
   - peer tutor/assistant
   - manage school team
3. School participation
   - participating in/chairing a committee or club
   - participating in/organizing a school event or meeting
   - participating in school governance
   - participating in school play/productions
   - participating in group projects
   - making presentations/speeches

COMMUNITY MEMBERSHIP & COMMITMENTS

4. Group membership
   - attending scout/4-H club meetings
   - attending church/temple services and events
   - speaking in public
5. Volunteering
   - for neighborhood beautification projects
   - for park/beach clean-ups
   - to visit hospitals and nursing homes
   - to help with church events/teach Sunday school
   - to work at the library
   - in political campaigns

JOBS & CAREER

6. After school/weekend/vacation/ work categories:

- **Health Services**
  - veterinarian assistant
  - doctor's office assistant
  - EMT volunteer
- **Human Resources**
  - child care
  - summer camp counselor
  - coaching teams
  - volunteer firefighter
- **Natural Resources Systems**
  - receptionist/clerical work
  - working on a farm/picking fruit/vegetables, Xmas trees, baling/bucking hay
  - nursery/landscaping business
- **Industrial and Engineering Systems**
- **Business and Management**
  - working at family business
  - paper route
  - business delivery
- **Miscellaneous**
  - doing yard work, shoveling snow, stacking firewood
  - getting a work/food handlers card
  - caring for neighbor's pet, yard, etc.

Which ones does s/he want to do more?

Ages 16+

Enjoying LEISURE & RECREATION

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

MEDIA

1. Reading
    - newspapers
    - magazines
    - books
2. Listening/speaking
    - using cassette CD player
    - listening to books on tape
    - listening to radio
    - using telephone, answering machine, pager
3. Using electronic equipment
4. Playing board/computer games

Which ones does s/he want to do more?

EXERCISE & FITNESS

5. Outdoor recreation
    - biking
    - skateboarding
    - jogging/running in races
    - golfing/mini golf
    - skating
    - skateboarding
    - swimming/diving
    - hiking/climbing
    - camping
    - fishing/hunting
    - boating/rafting
    - skiing
    - horseback riding
6. Indoor recreation
    - dance
    - yoga
    - weight lifting
    - martial arts
    - using exercise equipment/machines
    - wrestling
    - bowling
    - aerobics (class/video)
7. Team/group games and sports
    - track and field
    - ball games: basketball, softball, soccer, volleyball, football, etc.
    - racquet games: tennis, ping-pong, badminton, etc.

Which ones does s/he want to do more?

Ages 16+

ENJOYING LEISURE & RECREATION cont...

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

EVENTS

8. Community events
9. Entertainment events
   - going to movies
   - going to car rallies, concerts, races, air shows
10. Cultural events
    - going to art shows, museums
    - attending/participating in cultural performances: concerts, plays, dances, lectures, etc.
11. Sports events
    - attending/participating in sports events
    - managing teams
    - coaching teams
12. Travel events
    - participating in student exchange programs
    - traveling with teams
    - summer camps (academic, athletic)

Which ones does s/he want to do more?

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GAMES, CRAFTS, HOBBIES

13. Creating art
    - drawing/painting
    - calligraphy
    - ceramics
    - woodwork/metal work
    - jewelry making
    - stained glass
14. Creating needle crafts
    - sewing
    - knitting
    - weaving
    - crocheting
    - leather work

5. Building a Collection

6. Photography
   - using a camera
   - putting together photo albums

7. Constructing
   - models
   - kites

18. Music
    - singing
    - playing an instrument
19. Gardening
20. Languages
    - learning /practicing another language

Which ones does s/he want to do more?

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ABA Individual Student Summary

☐ Initial ABA
☐ year 2 update
☐ year 3 update

Student ______________________________

Discussion Participants ______________________________

Interviewer(s) ______________________________

Overall, the picture we get of this student's interests and participation.....	Ideas, priorities, preferences
Self, Friends & Family	
Leisure & Recreation	
Contributing to Community	

ABA WHOLE CLASS SUMMARY

Things I want to remember to include in my curriculum and teaching designs ...

Self, Friends & Family	Leisure & Rec.	Community

Self, Friends & Family	Leisure & Rec.	Community

Self, Friends & Family	Leisure & Rec.	Community

Self, Friends & Family	Leisure & Rec.	Community

Self, Friends & Family	Leisure & Rec.	Community

Self, Friends & Family	Leisure & Rec.	Community

All About Me

Name:

Home Chores:

1.

2.

3.

4.

5.

6.

Things that make me laugh:

1.

2.

3.

4.

My pet/pets:

Hobbies and Sports:

1.

2.

3.

4.

I admire:

Photo

SCHOOL:
Things I like to do:

1.

2.

3.

4.

5.

Things I want to do but my parents don't think I'm old enough:

1.

2.

3.

4.

5.

My favorite movie:

My favorite book:

My favorite song:

My favorite food:

My favorite TV program:

Places I want to visit:

1.

2.

3.

Ways I take care of myself:

1.

2.

3.

Jobs I want to know more about:

1.

2.

3.

4.

Things I do with my family:

1.

2.

3.

Schools\Modules\CPL\Parra

Learning History/Transition Information Profile

Date ________________

Student ______________________________ Age ______
Parents ______________________________ Phone ______

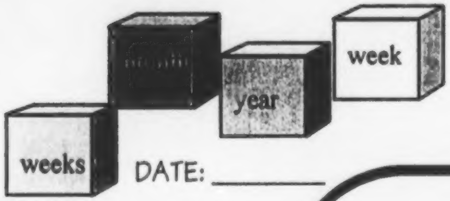
Sending Teacher ________________________ Phone ________
Receiving Teacher ________________________ Phone ________

In short this student's abilities, issues & needs are:	Teacher Good things to try, things to avoid & other suggestions	Family Good things to try, things to avoid & other suggestions	More information can be found
Academics & School Skills Reading:			
Writing:			
Schedule use/time telling/ calendar:			
Numbers/Math:			
Money:			
Independent work:			
Group work:			
Homework:			

Abilities & Needs	Teacher	Family	More Info.
Health & Safety:			
Communication: Expressive: Receptive:			
Manipulation:			
Vision & Hearing:			
Personal care (meal time, grooming, hygiene):			
Equipment:			
Other:			

Student ____________________

Abilities & Needs Behavior, Friends and Misc.	Teacher	Family	More Info.
Self Management/Behavior:			
Friends/Relationships:			
Learning Style/Preferences:			
Activity Level Preferences:			
Social Image/ Esteem:			
Other home stuff:			
Other school stuff:			
Other community stuff:			



Long Range Web

DATE: ____________

Planning group:

PROCESSES & SKILLS

- Listening
- Performing
- Researching
- Speaking
- Creating
- Composing
- Writing
- Spelling
- Persistence
- Memorizing
- Speed
- Problem solving
- Leadership
- Collaboration
- Self-Direction
- Decision-Making

ACADEMIC SUBJECTS

- Languages
- Computer
- Reading/Literacy
- Maths
- Science
- P.E.
- Art
- Social Studies
- Music

TALENTS & ABILITIES

- People Smart
- Self Smart
- Body Smart
- Word Smart
- Math/Logic Smart
- Nature Smart
- Music/Rhythm Smart
- Visually/Spatially Smart

Long Range Curriculum Planning

Team Members: ______________________ Date: ______________________

____

____

____

Class Snapshot: Student interests and preferences? Cultural affiliations? Student learning styles? Student abilities?

Curriculum Themes:

Integrated Curriculum Activities	Lead Person	Resource Implications	Implications for Individual Students
Academic Focus Activities			

Modules\IES\Longpln

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Brainstorm Teaching Plan For Mixed-Ability Groups

Curriculum Area/Aim/Theme/Unit/Lesson: ____________________

Potentially Related Real Life Activities Caring For Self, Friends & Families	Potentially Related Real Life Activities Enjoying Leisure & Recreation:	Potentially Related Real Life Activities Community,Jobs& Chores:

In Sum	Special considerations: (e.g.: IEPS,TAG, ESL issues, students who leave early, other/needed supports & resources)
Student Expectations: Lesson Design/Format: Locations: Activity/Lesson plan flow: Lesson Materials: Environmental Conditions: Extra/Outside resources:	

Lesson Plan

Theme:______________________________ Date: ______________________

Unit/Lesson:	Process/Skills:

What will we do?	Special considerations (e.g.: EPs, TAG, ESL issues, students who leave early, other/needed resources)
➡ Activity: ➡ Introduction ("Hook", stated purpose) ➡ Development (Activity, guided practice, modeling, student practice, reteach): ➡ Closure (Tie it together, homework, draw a picture, journal entry): ➡ Time and Material	

Individually Tailored Education Report (ITER)

Student ____________________ Year ________________

Present Abilities	Preferences, interests,learning style, needed supports, transition needs

Annual Goal(s)	and how they relate to ____________________'s life

Curricular area: ____________

Date	Class/Theme Activities	Student Goals within the Activities	Evaluation/ Assessment Methods	Student Progress & Accomplishments within this Activity

Date	Class/Theme Activities	Student Goals within the Activities	Evaluation/ Assessment Methods	Student Progress & Accomplishments within this Activity

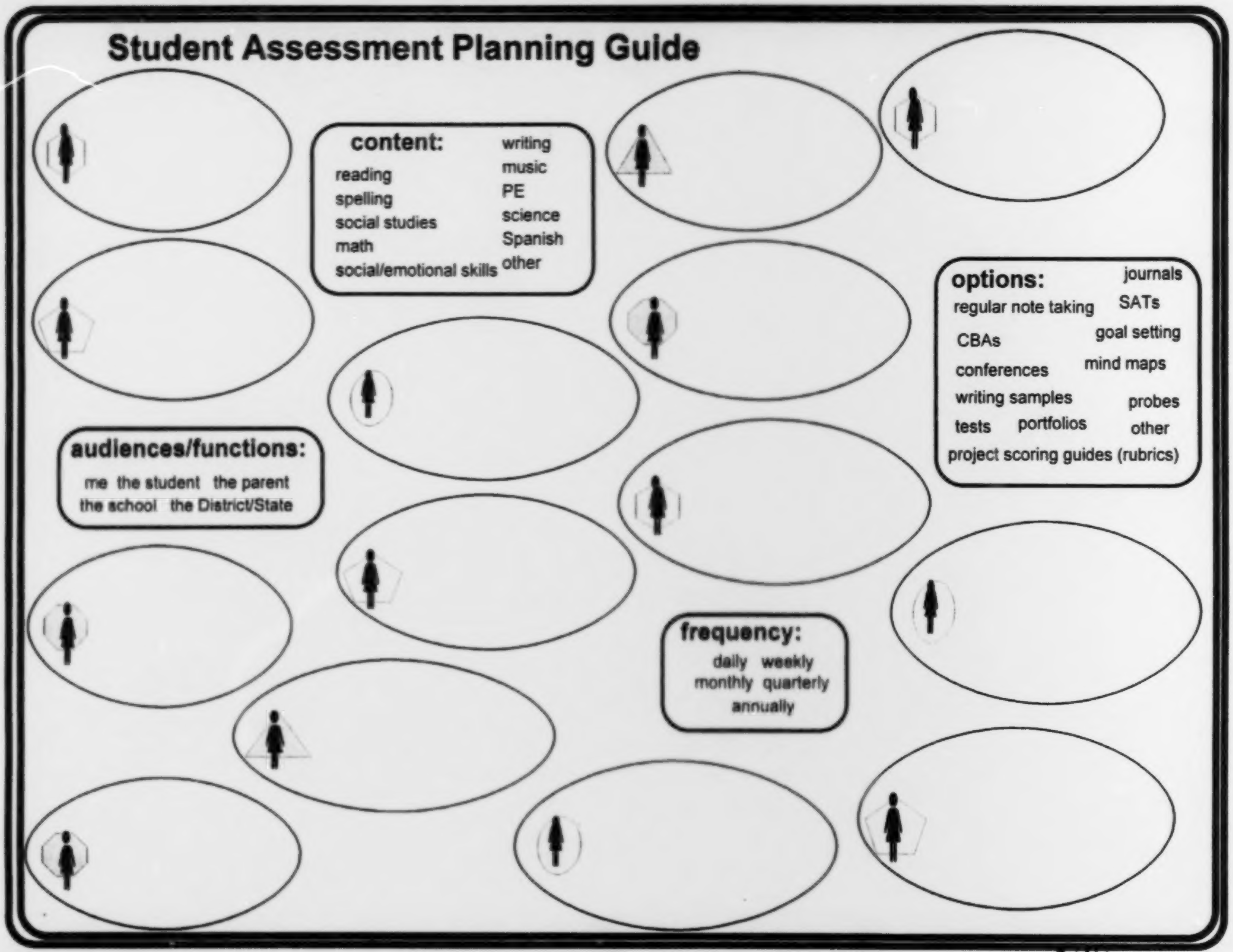
Individually Tailored Education Report (ITER) Summary

Name ______________________________ Year ____________

Goals	Activities & Life Connections
Overall, the big deal things we are working on this year are... 1. 2. 3. 4. 5. 6. 7.	Here's why we're focusing on these goals.

Present Abilities	Preferences, Interests, Learning Styles, Needed supports, Transition Needs

Student Assessment Planning Guide



content:

reading
spelling
social studies
math
social/emotional skills
writing
music
PE
science
Spanish
other

options:

regular note taking
CBAs
conferences
writing samples
tests
portfolios
project scoring guides (rubrics)
journals
SATs
goal setting
mind maps
probes
other

audiences/functions:

me the student the parent
the school the District/State

frequency:

daily weekly
monthly quarterly
annually

Student Assessment Planning Schedule

Daily

Monday	Tuesday	Wednesday	Thursday	Friday

Weekly

Monthly

S	O	N	D	J	F	M	A	M	J

Quarterly

Yearly

REFLECTIVE TEACHING

What did I teach today?

What went well and why?

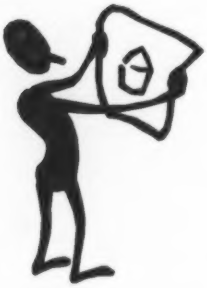
What do I need to change and how?

Notes and reminders

Date:___________

APPENDIX 2:

Reading and Resource List



Suggested further readings. These readings contributed to the development of this module. This is by no means an exhaustive list and we welcome suggestions. Please e-mail us if you find other sources to share.

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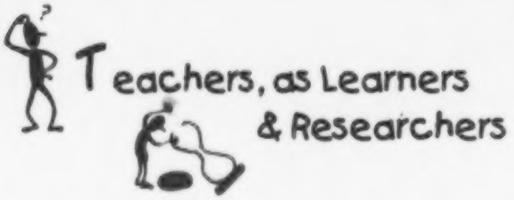

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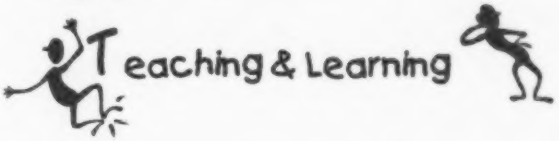

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